



THE ORDEAL

TRAINING MANUAL

52D ANNIVERSARY NATIONAL CONFERENCE

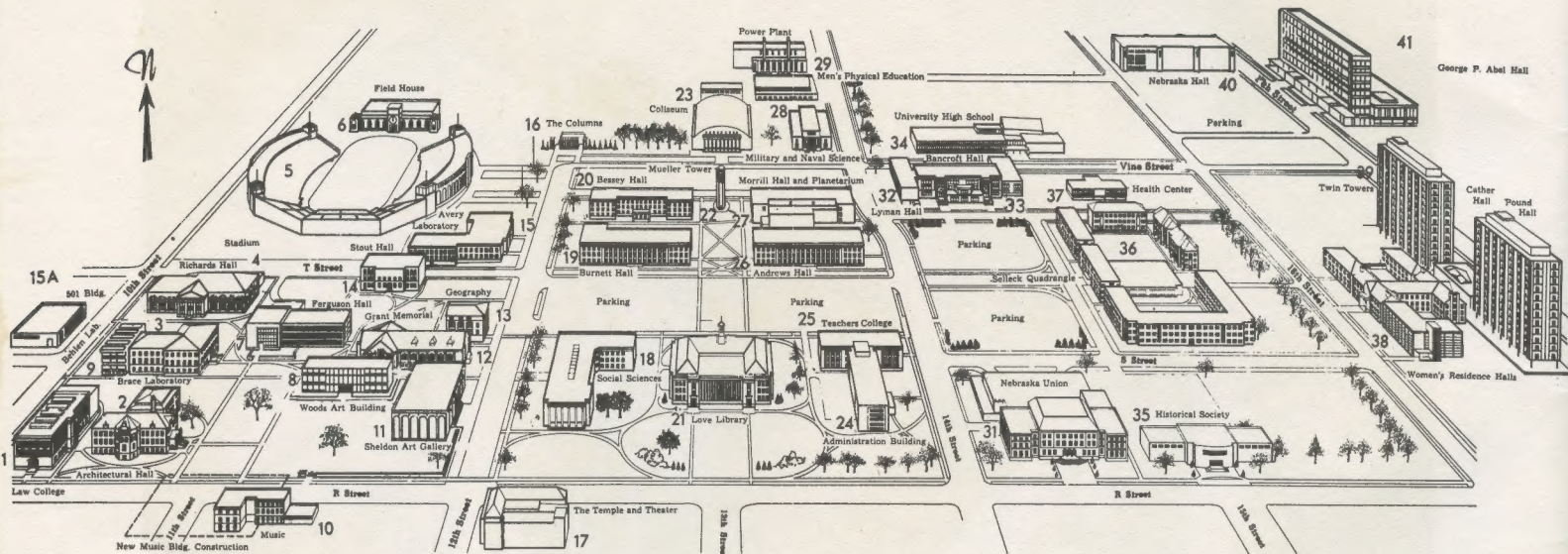
ORDER OF THE ARROW

BOY SCOUTS OF AMERICA

UNIVERSITY OF NEBRASKA

AUGUST 28—SEPTEMBER 1, 1967

UNIVERSITY OF NEBRASKA CAMPUS, LINCOLN, NEBRASKA



KEY TO BUILDINGS

- | | | |
|-------------------------------|----------------------------------|--------------------------------|
| 1. Law College | 15-A. 501 Bldg. (Chemistry) | 28. Military and Naval Science |
| 2. Architectural Hall | 15. Avery Laboratory | 29. Men's Physical Education |
| 3. Brace Laboratory | 16. The Columns | 30. Power Plant |
| 4. Richards Hall | 17. The Temple and Theater | 31. Nebraska Union |
| 5. Stadium | 18. Social Sciences | 32. Lyman Hall |
| 6. Field House | 19. Burnett Hall | 33. Bancroft Hall |
| 7. Ferguson Hall | 20. Bessey Hall | 34. University High School |
| 8. Woods Art Classroom | 21. Love Library | 35. Historical Society |
| 9. Behlen Physics Lab. (site) | 22. Mueller Tower | 36. Selleck Quadrangle |
| 10. Music | 23. Coliseum | 37. Health Center |
| 11. Sheldon Art Gallery | 24. Administration Building | 38. Women's Residence Halls |
| 12. Grant Memorial | 25. Teachers College | 39. Cather and Pound Halls |
| 13. Geography | 26. Andrews Hall | 40. Nebraska Hall |
| 14. Stout Hall | 27. Morrill Hall and Planetarium | 41. George P. Abel Hall |

CONTENTS

TRAINING MANUAL

52nd ANNIVERSARY NATIONAL CONFERENCE

ORDER OF THE ARROW

ACTIVITIES	1	W-1	Walter Edwards Malins	23
PLANNING OF CHANGES IN MEMBERSHIP	4	W-2	John Anderson	24
PLANNING AND EXECUTION	4	W-3	Charles Townsend and Thomas	25
		W-4	John Malins	26
		W-5	Joseph, Fred and Joe Douglas	27
			Phonics	28
PLANNING (1964-1965)	6			
PLANNING SUBJECTS				
1-1	Order of the Arrow Lodge Training			
	Order of the Arrow			
1-2	Order of the Arrow Lodge Training			
	Order of the Arrow			
1-3	Order of the Arrow Program			
1-4	Order of the Arrow			
1-5	Order of the Arrow			
1-6	Order of the Arrow			
1-7	Order of the Arrow			
1-8	Order of the Arrow			
1-9	Order of the Arrow			
1-10	Order of the Arrow			
1-11	Order of the Arrow			
1-12	Order of the Arrow			
1-13	Order of the Arrow			
1-14	Order of the Arrow			
1-15	Order of the Arrow			
1-16	Order of the Arrow			
1-17	Order of the Arrow			
1-18	Order of the Arrow			
1-19	Order of the Arrow			
1-20	Order of the Arrow			
1-21	Order of the Arrow			
1-22	Order of the Arrow			
1-23	Order of the Arrow			
1-24	Order of the Arrow			
1-25	Order of the Arrow			
1-26	Order of the Arrow			
1-27	Order of the Arrow			
1-28	Order of the Arrow			
1-29	Order of the Arrow			
1-30	Order of the Arrow			
1-31	Order of the Arrow			
1-32	Order of the Arrow			
1-33	Order of the Arrow			
1-34	Order of the Arrow			
1-35	Order of the Arrow			
1-36	Order of the Arrow			
1-37	Order of the Arrow			
1-38	Order of the Arrow			
1-39	Order of the Arrow			
1-40	Order of the Arrow			
1-41	Order of the Arrow			
1-42	Order of the Arrow			
1-43	Order of the Arrow			
1-44	Order of the Arrow			
1-45	Order of the Arrow			
1-46	Order of the Arrow			
1-47	Order of the Arrow			
1-48	Order of the Arrow			
1-49	Order of the Arrow			
1-50	Order of the Arrow			
1-51	Order of the Arrow			
1-52	Order of the Arrow			
1-53	Order of the Arrow			
1-54	Order of the Arrow			
1-55	Order of the Arrow			
1-56	Order of the Arrow			
1-57	Order of the Arrow			
1-58	Order of the Arrow			
1-59	Order of the Arrow			
1-60	Order of the Arrow			
1-61	Order of the Arrow			
1-62	Order of the Arrow			
1-63	Order of the Arrow			
1-64	Order of the Arrow			
1-65	Order of the Arrow			
1-66	Order of the Arrow			
1-67	Order of the Arrow			
1-68	Order of the Arrow			
1-69	Order of the Arrow			
1-70	Order of the Arrow			
1-71	Order of the Arrow			
1-72	Order of the Arrow			
1-73	Order of the Arrow			
1-74	Order of the Arrow			
1-75	Order of the Arrow			
1-76	Order of the Arrow			
1-77	Order of the Arrow			
1-78	Order of the Arrow			
1-79	Order of the Arrow			
1-80	Order of the Arrow			
1-81	Order of the Arrow			
1-82	Order of the Arrow			
1-83	Order of the Arrow			
1-84	Order of the Arrow			
1-85	Order of the Arrow			
1-86	Order of the Arrow			
1-87	Order of the Arrow			
1-88	Order of the Arrow			
1-89	Order of the Arrow			
1-90	Order of the Arrow			
1-91	Order of the Arrow			
1-92	Order of the Arrow			
1-93	Order of the Arrow			
1-94	Order of the Arrow			
1-95	Order of the Arrow			
1-96	Order of the Arrow			
1-97	Order of the Arrow			
1-98	Order of the Arrow			
1-99	Order of the Arrow			
1-100	Order of the Arrow			

BOY SCOUTS OF AMERICA
UNIVERSITY OF NEBRASKA
AUGUST 28 — SEPTEMBER 1, 1967

CONTENTS

	<u>Page</u>		<u>Page</u>
INTRODUCTION	2	W-5 Indian Costume Making	25
		W-6 Indian Beadwork	26
SUMMARY OF CHANGES IN MEMBERSHIP REQUIREMENTS AND PROCEDURES	4	W-7 Campfire Techniques and Planning	28
		W-8 Indian Makeup	36
DISCUSSION GROUPS (D)	6	W-9 Preparing Visual Aids for Camping Promotion	36
CODE NOS. SUBJECT		LIKE-INTEREST GROUPS (L)	39
D-1 Order of the Arrow Lodge Adminis- tration With Chapters	6	CODE NOS. SUBJECT	
D-2 Order of the Arrow Lodge Adminis- tration Without Chapters	7	L-1 Public Relations in Order of the Arrow	39
D-3 Year-Round Lodge Program	7	L-2 Conservation Projects	40
D-4 Camping Promotion	8	L-3 Alpha Phi Omega (College Service Fraternity)	43
D-5 Order of the Arrow Service Projects	9	L-4 Professional Scouting as a Career	43
D-6 Ordeal Ceremonies and Procedures	10	L-5 Volunteer Opportunities in Scouting	45
D-7 Brotherhood Ceremonies and Procedures	11	L-6 Scout Show Techniques	46
D-8 Vigil Ceremonies and Procedures	12	L-7 Order of the Arrow Area Training Conferences	47
D-9 Unit Elections for Order of the Arrow Membership	13	L-8 Planning and Conducting Lodge Banquets and Annual Meetings	48
D-10 Orientation of New Members in the Order	15	L-9 Tricks of the Trade for Leaders	49
WORKSHOPS (W)	17	L-10 Improving Order of the Arrow Ceremonies	50
CODE NOS. SUBJECT		L-11 Ceremonial Grounds and Equipment	51
W-1 Where-To-Go Camping Project	17	PAGES FOR NOTES	
W-2 Lodge Newspapers and Bulletins	21	ONWARD ARROWMEN PLAN	Inside Back Cover
W-3 Indian Dancing	22		
W-4 Indian Headdress Making	23		

INTRODUCTION

This manual includes outlines for the discussion groups, workshops, and like-interest groups of the 52d Anniversary National Conference. It is to be used with the *Order of the Arrow Handbook* and other literature for reference as noted in outlines. The material is designed for use in local officer training and in area conferences. Delegates are urged to share this information with people at home.

Recent changes in Order of the Arrow membership procedures are explained in the outlines and in a special section of this manual.

The Onward Arrowman Plan adopted at our last national conference is printed inside the back cover.

PURPOSE OF GROUP TRAINING SESSIONS

Although the specific objectives of each group training session vary in content, they all contribute to the common purpose of revealing and improving present practices which will contribute to achieving the ultimate objectives of the Order of the Arrow.

Group training sessions will provide opportunities for delegates to: become familiar with national policies and and current thinking; share ideas; and consider the application of successful practices to their own lodges. Learning-by-doing experiences will be part of workshop sessions.

HOW TRAINING SESSIONS FUNCTION

The training sessions are very important features of the conference. There are six training session periods of 1 hour and 10 minutes each. Sessions on the topics listed will meet simultaneously during the six periods.

Each discussion group will be led by a trained discussion-group leadership team consisting of a leader and an adviser-recorder.

By keeping groups small, the discussion-group leadership team will be most effective and delegates will be able

to participate fully and reap the greatest benefits from group sessions.

While registering for the conference, lodge delegates selected the six topics that they wished to attend. This procedure made it possible for a delegation to carefully plan its attendance and ensure representation in sessions that will help them the most back home.

REACHING THE GROUP TRAINING SESSION OBJECTIVE

Each training session will be successful if it:

- explores each topic by comprehensive presentation and by discussing questions and sharing ideas;
- discovers new and helpful information;
- draws conclusions and arrives at practical ways of applying them locally; and
- maintains an atmosphere of full participation without long speeches.

ROLE OF GROUP TRAINING SESSION PARTICIPANTS

Here are some rules of the road for group training session members. They should be reviewed at the outset so that that each man recognizes his part in helping the group reach its objectives.

RULES OF THE ROAD

- Time is important – be prompt in attendance.
- Enjoy your associates – be part of the group.
- All are interested – don't over-emphasize yourself.
- Mutual exchange – brings mutual respect.
- Work – to solve common problems.
- Outstanding points are important – so are little ones.

Resolve to discuss completely – but not argue.
 Keep – with your own session.
 Prejudice – should never show.
 Always be frank – be honest, too.
 Your ideas are wanted – be clear and brief.
 Speeches – are out.
 Others also want to talk – listen and learn.
 Feel free to ask questions – to clarify ideas.
 File away good ideas – in your notes.

DUTIES OF THE LEADER

Before group training sessions begin, the leader:

1. Understands his duties thoroughly; attends all training sessions; asks questions about things of which he is unsure.
2. Knows his topic well.
3. Meets with his adviser to plan discussion.
4. Makes sure that physical arrangements are satisfactory. It will pay off later to have seats arranged in a pre-determined order.

During sessions the discussion leader:

1. Greets everyone as they arrive.
2. Calls group to order on time.
3. Introduces himself, his adviser, and asks each member to introduce himself with a few brief facts. As each member introduces himself, leader should unobtrusively write his name on a seating chart. Later, goodwill can be created by calling on members by name.
4. Gives rules of the road; emphasizes that discussion is primarily for the boys – not the men.
5. Introduces his topic. (No more than 10 minutes should be used to set the theme for discussion.)
6. Begins discussion by asking a good initial question.
7. Assists as necessary to keep discussion moving; copes with problem individuals; keeps discussion on friendly, impersonal basis; sees that it reaches desired goal; tries to achieve full participation.
8. Ends discussion on time, after summary has been made by adviser.

Later the discussion group leader:

1. Evaluates the discussion with adviser and training chairman.
2. Writes report with adviser regarding areas of agreement and disagreement, including suggestions; files report with training chairman.

The initial presentation is important. It should normally be short, yet include enough details so that group members understand what the discussion is to be about. The initial presentation may take the form of a lecture, a movie or filmstrip, a record, or anything else that accomplishes the purpose.

Though these guidelines are standard ones, it is important to remember that *not all topics, groups, and leaders are the same*. These three factors must be taken into account, and standard practices must be varied so that the group purpose is accomplished.

ADULT ADVISER-RECORDER'S DUTIES

An adult adviser, who also serves as recorder, is assigned to each group. This adviser:

1. Knows the topic thoroughly.
2. Assists the boy leader in planning discussion.
3. Takes short, pointed notes on areas of agreement and disagreement and records good suggestions; is ready to summarize at any time.
4. Acts as an authoritative source of information when called upon.
5. Keeps adults from doing the talking.
6. Assists boy leader in his job.
7. Assists in preparing final group report.
8. Does not criticize boy leader in public; gives private evaluation later.

REMEMBER: It is important that the goal of the discussion be reached, but it can only be done in an informal, friendly atmosphere. When things seem to be going wrong, keep cool and call for a 5-minute break.

SUMMARY OF CHANGES IN MEMBERSHIP REQUIREMENTS AND PROCEDURES

BACKGROUND INFORMATION

In his closing challenge at the 50th Anniversary National Conference, our founder Dr. E. Urner Goodman said, "You were selected (as Arrowmen) because you were pace-setters in cheerful service in your own camps and troops, but, my brothers, one thing haunts me as we close this half century - nearly three-quarters of a million have been members of the Order of the Arrow, selected democratically by their fellows. But, perhaps another million pace-setters in cheerful service in their own troops and posts could not get into the Order because their units were only allowed one or two, perhaps three, representatives while they equally - with the men chosen - may have been pace-setters in cheerful service, too. I challenge you with the idea that somehow, the way should be opened whereby all the fine pace-setters in cheerful service can be a part of our brotherhood of cheerful service."

During the past 2 years the National Order of the Arrow Committee, members of the national staff, and many interested brothers have studied ways and means of answering Dr. Goodman's challenge. Several changes have been approved. These changes are optional for the balance of 1967 and will become effective January 1, 1968. In this pamphlet the procedures are outlined as part of discussion groups D-6, D-7, D-8, and D-9.

SUMMARY OF CHANGES

CAMPING REQUIREMENT

A Boy Scout or Explorer must have 15 days and nights of camping under the auspices and standards of the Boy Scouts of America since becoming a Boy Scout or Explorer. The 15 days and nights must include at least one long-term camp (6 days and nights for Boy Scouts or 5 days and nights for Explorers) within the 2 years prior to election.

RANK REQUIREMENT

A Scout has 6 months to attain First Class rank from the date of election. He must be First Class at the time of in-

duction into the Order. There is no rank requirement for Explorers, but they must have been active registered members of an Explorer post or a Scout troop for at least 6 months prior to election.

UNIT LEADER CERTIFICATION

The unit leader must certify as to the Scouting spirit and participation of each candidate. He must also certify that the candidate meets all specified requirements.

ELECTIONS

Every troop and post may hold only one annual election within a period officially designated by the lodge. The number of candidates a unit may elect shall be based on total registered membership of the unit at the time of election as follows:

Total Troop or Post Membership	Number of Candidates That May Be Elected
5	1
6-14	2
15-24	3
25-34	4
35-44	5
45-54	7
55-64	8
65-74	9
75-84	10

BONUS FOR EAGLE SCOUTS

If a troop or post has any Eagle Scouts who are not members of the Order of the Arrow, these Eagles may be elected in addition to the quota shown in the previous table. Eagle Scouts do not become candidates automatically; they must still have the unit leader's approval and the votes of their fellow unit members. Scouts of lesser rank may not be substituted for the Eagle Scouts in case the Eagles are not elected.

WHO MAY VOTE

Every registered member of the unit under the age of 21 at the time of the election may vote. Fifty percent of the unit membership must be present to hold an election. In voting for candidates for the Order of the Arrow, unit members should make their choices in terms of fellow members who have demonstrated in camp and elsewhere a spirit of cheerful service for the common good.

METHOD OF ELECTION

The election shall be held in the following manner: the names of all unit members eligible for election shall be posted in alphabetical order on a blackboard or large sheet of paper; each member of the unit will then list the names of candidates he believes to be best qualified in order of his preference (first choice first, second choice second, etc., as per example in Code D-9); the Scoutmaster and at least one Order of the Arrow member tally the ballots. Candidates with the highest scores are those elected for membership in the Order of the Arrow.

ANNOUNCEMENT OF RESULTS

As soon as the election is completed, the Scoutmaster should announce the names of members who have been elected to the entire unit. Names and addresses of newly elected candidates must be forwarded to the lodge membership committee immediately. Candidates will be called out or tapped out at the earliest possible time either at a camporee, a special ceremony, or at summer camp.

INDUCTION

To be inducted into the Order of the Arrow, candidates must participate in both the Ordeal and Ordeal ceremony.

ADULT MEMBERS

Unit, district, and council Scouters may be invited by the lodge executive committee to be candidates for induction to membership in the Order of the Arrow. Such Scouters must be approved by lodge and staff advisers.

NO VOTE FOR ADULTS

Adults 21 years of age or over may not vote in boy elections.

CHANGES IN BROTHERHOOD REQUIREMENTS

The first three Brotherhood requirements – 10 or more months of active service as an Ordeal member, active registered membership in Scouting, and active registered membership in the lodge – remain the same. Each Ordeal member will now be given a copy of the Brotherhood questionnaire, No. 5007, as soon as he has completed the Ordeal ceremony; he is required to memorize the Obligation and the Order of the Arrow song "Firm Bound in Brotherhood"; he must be able to answer all questions in the questionnaire satisfactorily; and he must submit a written statement regarding his rededication to the principles of cheerful service to his fellowman.

VIGIL HONOR QUOTA

Each lodge will be entitled to select candidates for Vigil Honor based on the total registered membership of the lodge at the time of its charter renewal, instead of upon the number of new Ordeal members during the past 12 months.

Each lodge may nominate about 2 percent of its total membership for Vigil Honor. At least one-half of those nominated must be under 21 years of age. Professional Scouters, district and council camping and activities committee chairmen, and council officers do not count against the quota.

Total Lodge Membership	Vigil Nominations
0-49	1
50-99	2
100-149	3
150-199	4
200-249	5

(ratio is 1 to 50)

DISCUSSION GROUPS (D)

ORDER OF THE ARROW LODGE ADMINISTRATION WITH CHAPTERS (D-1)

Reference: *Order of the Arrow Handbook*, pages 40-53.

The Scout executive is the keyman in operation of the local lodge. He is responsible to see that the lodge functions in a satisfactory manner and appoints a volunteer Scouter as lodge adviser in consultation with the council camping and activities committee. The adviser assists the Scout executive in supervising the lodge program and serves as a member of the camping and activities committee.

In some councils the Scout executive acts as staff adviser, but usually he appoints a member of his staff to act for him in guiding lodge administration.

THE ADULT ROLE

In most of the outstanding and successful lodges adults act as coaches. They know the rules of the game – how to pass, run, kick, and tackle; they coach the boys on how to play the game, and then let them carry the ball.

LODGE OFFICERS

The boy officers of an Order of the Arrow lodge are:

1. Lodge Chief - Netami Sakima
2. Lodge Vice-Chief - Sakima (in some larger lodges more than one is desirable)
3. Lodge Secretary - Netami Lekhiket
4. Lodge Treasurer - Netami Mawachpo

All officers must be registered in Scouting, in good standing with the lodge, and be under 21 for their entire term of office. The term of office may be from January 1 to December 31 or for a fiscal year, example: September 1 to August 31. Officers may be reelected and serve for more than one term.

Nominations and elections should be held in the fall or spring, so that newly elected officers can make a smooth transition into their responsibilities with the aid of incumbent officers. All members of the lodge – except those who are over 21 – are eligible to vote in elections.

OPERATING COMMITTEE

Committee chairmen are appointed by the lodge chief, with the approval of the executive committee. They then become members of the executive committee, and may pick their own committee members subject to approval by the lodge chief.

Each committee should have one or more adult advisers who work closely with the lodge adviser in guiding committee work. These advisers are appointed by the lodge chief in consultation with lodge and staff advisers.

Some of the basic lodge operating committees are:

1. Service Committee
2. Activities Committee
3. Finance Committee
4. Unit Elections Committee
5. Ceremonial Committee
6. Membership Committee
7. Camping Promotion Committee
8. Committees are sometimes appointed temporarily to carry out specific assignments, such as a nominating committee, Vigil Honor committee, etc.

LODGE EXECUTIVE COMMITTEE

The lodge executive committee is made up of lodge boy officers, the past lodge chief, committee chairmen, staff and lodge advisers, and another member of the council camping and activities committee. Chapter chiefs and advisers also are members of this committee.

The executive committee is the steering committee of the lodge. It carries on the business of the lodge and coordinates the work of the officers and committees. The lodge chief is chairman and presides over meetings. Any lodge member is welcome to attend executive committee meetings as an observer.

ANNUAL CHARTER PROCEDURE

Each lodge must apply every year to the national office of Boy Scouts of America to renew its charter. Lodges that fail to renew charters during the month of January become lapsed and their orders for supplies, literature, or Vigil Honor petitions may not be honored.

MEMBERSHIP RECORDS

Each lodge must keep accurate membership records at all times, which should be maintained at the council office. It is suggested that card file or loose-leaf forms be developed and mimeographed for the lodge secretary to use in keeping membership records. A special *Order of the Arrow Record Book*, No. 5038, with loose-leaf forms is available from the national Supply Division. An "inactive file" should also be kept so that there is a record of the history of past members.

When a member moves and wishes to be transferred to another lodge, the council office should forward a letter stating details of his active membership in the Order to the Scout executive of the member's new council. The national Application for Transfer, Form 6100, also includes a space for recording Order of the Arrow membership record.

LODGE MEMBERSHIP FEE AND DUES

Each lodge sets its own fee for joining and annual dues. The original fee usually ranges from \$2 to \$3 to cover the cost of the new member's sash, *Order of the Arrow Handbook*, and Arrow pin. Since lodge expenses are generally small, it is suggested that the annual dues be between \$1 and \$2.

Lodge rules should provide for a fixed date, by which dues for the coming year must be paid by all active members. The record of dues paid should be kept in official records maintained by the lodge. Membership certificates should always be issued promptly upon payment of dues.

CHAPTERS

The chapter is organized basically in the same way as the lodge and is operated on the district level. The lodge and its chapters may be compared to a Boy Scout troop and its

patrols. The lodge chief can be compared to the senior patrol leader and the chapter chiefs to the patrol leaders.

Most of the business carried out at the lodge level can be carried out by the chapter on a smaller scale. *Vigil Ceremonies should, however, be conducted on a lodge basis.*

Under a well-established chapter plan, the entire lodge seldom gets together. Each chapter plans its program to carry out the objectives of the lodge. When the entire lodge does get together for a fall reunion, an annual meeting, or a weekend conclave, the event should take on the atmosphere of an area conference. This should be an event for fun, fellowship, inspiration, and training.

ORDER OF THE ARROW LODGE ADMINISTRATION WITHOUT CHAPTERS (D-2)

Refer to the previous section – ORDER OF THE ARROW LODGE ADMINISTRATION WITH CHAPTERS – code D-1 up to the last portion, which is entitled "CHAPTERS," for details. Administration is the same for all lodges until they adopt the chapter plan of operation.

YEAR-ROUND LODGE PROGRAM (D-3)

Reference: *Order of the Arrow Handbook*, pages 80-85.

- I. Plan calendar of events for long period of time (12-18 months).
 - A. Arrange calendar around
 1. school and community activities
 2. council and district events
 3. special and religious holidays
 - B. Locations, dates, time, and costs should enter into the planning procedure when planning meetings.
 - C. Publish the finished program.
- II. Promote scheduled activities.
 - A. Distribute a printed lodge calendar.
 - B. Get coverage in a lodge bulletin.
 - C. Follow up promotion with postcard reminders and personal phone calls.
 - D. At each event encourage members to attend the next scheduled events.
- III. Render service.
 - A. Put the Order of the Arrow program of service to camping into action.
 - B. Actively promote camping.
 - C. Give cheerful service to camping and to others.

- D. Service projects can be undertaken by candidates and other members.

IV. Plan and hold the following meetings:

- A. Executive committee meetings
- B. Special committee meetings
- C. Lodge and chapter business meetings
- D. Fellowship meetings

V. The Order of the Arrow can help with the summer camp program.

VI. Arrowmen should set example for younger, less-experienced boys by assuming active leadership role in council outdoor program.

- A. This encourages more boys to participate in camping and hiking.
- B. Local council receives benefit of better boy-assistance in outdoor activities.

CAMPING PROMOTION (D-4)

Reference: *Order of the Arrow Handbook*, pages 5-7.

STATEMENT OF PURPOSE

(Emphasize the word *camping*.)

“To recognize those campers – Scouts, Explorers, and Scouters – who best exemplify the Scout Oath and Law in their daily lives and by such recognition cause other campers to conduct themselves in such manner as to warrant recognition

To develop and maintain *camping* traditions and spirit

To promote Scout *camping*, which reaches its greatest effectiveness as a part of the unit’s *camping* program, and to help strengthen the district and council *camping* program both year around and in the summer camp, as directed by the camping and activities committee of the council

To crystallize the Scout habit of helpfulness into a life purpose of *leadership in cheerful service to others.*”

Clearly, from this statement of purpose, the major responsibility of the Order of the Arrow is to *promote Scout camping*. As we read the *Boy Scout Handbook*, we note that most of the skills and adventures of Scouting are things that happen in the outdoors. Boys tell us that the main reason they became Scouts is to go *camping* and to enjoy the fun and fellowship of life in *camp*. Most of the requirements for advancement from Tenderfoot through

First Class revolve around outdoor skills and experiences on the trail and in *camp*. Many of the merit badges along the ladder to Star, Life, and Eagle ranks are outdoor and *camping* subjects.

If we are to reach the objectives of Scouting – those of training boys to become responsible citizens who are physically strong, mentally awake, and morally straight – then it is essential that boys go camping with their troops to gain knowledge and experience that will keep them actively interested in continuing along the Scouting trail.

The Order of the Arrow lodge in every local council has a responsibility to meet its obligations in promoting Scout camping. There are certain things that each Arrow member can do individually and there are other things that can be done through committees and teamwork. It should be clearly understood when a new member takes his Ordeal that he has a continuing job to do and that he has, of his own free will, agreed to do his share. It is not so much for what he has done as a Boy Scout or Explorer that he receives the recognition of Arrow membership, but for what he is expected to do.

1. Each individual Arrowman should be the number one camping-promotion man in his own unit. It is he who should set the example for his fellow members by being the first one to sign up for camp. He should lead the way in planning for year-round camping events. He can talk camping on a boy-to-boy level with his fellow Scouts or Explorers.

He should be enthusiastic about camping and never miss an opportunity to encourage boys in his unit to get out in the open. He should be prepared to talk to parents of boys in his unit about the importance of camping in the unit program. He should be the right-hand man to his Scoutmaster or Explorer Advisor when it comes to planning and carrying out camping and high-adventure activities. As an example to younger boys he should also advance along the Scouting ladder and be proficient, particularly in the outdoor skills of Scouting.

An Arrowman’s first obligation is to his own unit. Lodges and chapters must continually bear in mind that *the chief role of the Order of the Arrow is to strengthen Scout and Explorer units and help them to succeed, particularly in the outdoor part of their program.*

2. To promote Scout camping as directed by the camping and activities committee of the council is an obligation of the lodge. Each lodge must work closely with district and council camping and activities committees in carrying out their camping promotion plans. Reference: *The ABC of Camping Promotion*, No. 3697, pages 4, 5, 15, 19.

The lodge adviser is a member of the council camping and activities committee and chapter advisers become members of their respective district camping and activities committees. However, it is not the role of the Order of the Arrow to assume total responsibility for camping promotion; rather it is the responsibility of the district camp-

ing and activities committee to follow through with the council camping-promotion plan in every troop and post in a district.

The Order of the Arrow should stand ready to help the camping and activities committee, but not do its job. Arrow members may be called upon to visit units and tell the camping story on a boy-to-boy level.

It is the responsibility of each lodge to provide for an Order of the Arrow election for new members in every eligible unit every year. This, too, is camping promotion since it gives the lodge an opportunity to explain Order of the Arrow procedures to boys and leaders in troops and posts.

Teams of Arrow members can also visit units, show them color slides and movies on camping, talk at parents' night meetings, and help to provide special programs of camping at the unit level. Talking to unit leaders and committeemen about their responsibilities in providing camping opportunities should be left in the hands of district and council camping and activities men.

Many lodges have agreed to help camping and activities committees by providing literature and visual aids (slides or filmstrips) on camping. Many lodges have produced "where to go camping" booklets for a number of years. Arrowmen do the research, compile facts, and prepare listings of nearby places to camp and hike. These booklets should be updated periodically as new places are found and present campsites become unavailable. Special attention should be given to outdoor adventure opportunities for Explorers. If Scoutmasters and Explorer Advisors have such information at hand, they will be more inclined to take units outdoors. This project takes considerable work and time and costs money in order to produce a worthwhile "where to go camping" book; however, it is a service that should be given priority by every lodge.

Service projects at council camps are an ongoing part of the Order of the Arrow's program. A lodge can take satisfaction in knowing that this is also camping promotion - helping to improve camp facilities, getting camp ready to open, cleaning buildings, setting up tents, and at the same time promoting interest on the part of members and other Boy Scouts or Explorers.

By setting an example of leadership in cheerful service to others, Arrow members can influence their younger brothers in troops and posts. Younger boys tend to follow the examples set by those they admire and look up to. Therefore, Arrow members must set high examples of Scouting at its best. They must wear their uniforms proudly and correctly and do their best to live their lives according to the principles of the Scout Oath or Promise and Law.

Arrow members can lead the way in getting all boys in Scouting to adopt the slogan "Once a Scout, always a Scout." They should develop a concern for all boys in Scouting; show them the way, take them by the hand; and lead them along the Scouting trail. If Arrowmen play this

game for all it's worth, they will find that the real joys and satisfactions of life come from helping others.

Every Arrow member should seriously consider adopting the following philosophy from William Penn: "I expect to pass this way but once. If, therefore, there be any kindness I can show, or any good things I can do to any fellow being, let me do it now and not defer or neglect it, as I shall not pass this way again."

DIRECTIONS FOR DISCUSSION

1. Draw out a general discussion from the group by asking several members to tell about their lodge's most successful camping promotion projects.
2. Ask for suggestions about what the Order of the Arrow can do to improve camping promotion.
3. Ask for suggestions about what the Order of the Arrow can do to improve the camping program so that more boys will be interested in returning to camp year after year.
4. In conclusion, read the statement of purpose of the Order of the Arrow again, as found on page 5 in the *Order of the Arrow Handbook*, and offer the challenge: "Can we really do our part in camping promotion so that all Scouts and Explorers can know the fun, adventure, and fellowship of camping?"

ORDER OF THE ARROW SERVICE PROJECTS (D-5)

References: *Order of the Arrow Handbook*, pages 44, 82-4.

- I. Plans for service projects, in which all members of lodge participate, are originated in a service or other similar committee.
 - A. Suggest a yearly schedule of service projects.
 - B. Get lodge and advisers' approvals.
 - C. Make complete plans for getting project work done.
 - D. Secure approval of camping and activities committee and Scout executive.
- II. Kinds of service rendered can vary:
 - A. Developing and distributing "where to go camping" booklets
 - B. Conducting camp attendance campaigns
 - C. Developing a cheerful-service award for boys at camp
 - D. Constructing Adirondack cabins for camp
 - E. Eradicating white-pine weevils from white-pine forest

- B. Silence should be maintained throughout entire Ordeal period.
 1. Discussion periods are scheduled so that candidates may ask questions.
 2. Notify candidates when silence is resumed.
 - C. Service projects will be of worthwhile nature – not ordinary camp chores or distasteful work.
 - D. Scarcity of food will be regulated by Ordeal master to see that candidates have sufficient food to sustain them, but not so much as to prevent meeting this test.
- VII. Occasionally a candidate may flagrantly violate the spirit of the Ordeal.
- A. In such cases the candidate usually withdraws without prompting when he realizes his own shortcomings.
 - B. Once a candidate is properly elected by his fellow unit members he may drop out, but members of the Order cannot dismiss him.
 1. If candidate is not taking Ordeal seriously, lodge members may counsel him and learn why.
 2. It should be pointed out that candidates must comply with Order of the Arrow rules to become Ordeal members.
- VIII. The Ordeal ceremony site should be prepared as suggested in *Ordeal Ceremony* pamphlet.
- A. Preferably, the site should be reserved for this purpose in a remote spot away from general camp area.
 - B. Work on the grounds should be accomplished by the voluntary service of members – not candidates.
- IX. The Ordeal ceremony should be given early enough at night to permit candidates to get sufficient sleep following it.
- X. After the ceremony many lodges have a short fellowship to informally welcome new members into the lodge.
- A. At this time, or the next morning, the Ordeal master or his delegates should get correct names and addresses of new Arrowmen.
 - B. Many lodges collect dues; present new members with lodge neckerchiefs, membership cards, and a copy of the *Order of the Arrow Handbook* at this time.
 - C. The new members are also given a copy of the Brotherhood questionnaire, No. 5007, which they will need to memorize before receiving Brotherhood membership after 10 months or more as Ordeal members.

BROTHERHOOD CEREMONIES AND PROCEDURES (D-7)

References: *Order of the Arrow Handbook*, pages 29-32; *Brotherhood Ceremony* pamphlet, No. 5006; new requirements in this manual; Questionnaire for Examination of Candidates for Brotherhood Membership, No. 5007.

- I. Brotherhood membership is the sealing of Order of the Arrow membership and occurs after members have continued active membership in Scouting and the Order for 10 months or more.
 - A. They must continue to live according to the Scout Oath or Promise and Law and the Obligation of the Order of the Arrow.
 - B. Qualifications for membership are:
 1. Ten months as an Ordeal member
 2. Registered membership in the Boy Scouts of America
 3. Registered membership in the local lodge
 4. Submitting a written statement of rededication to the principles of cheerful service to his fellowman
 5. Satisfactory answering of the Brotherhood questionnaire, No. 5007
- II. Notification of eligibility is by letter.
 - A. When Ordeal members have completed qualifications for Brotherhood membership, the lodge secretary notifies them of eligibility and gives the specific time, date, and place of the ceremony.
 - B. If members send a negative reply, they should be contacted personally to determine why they do not wish to seal their membership.
- III. As part of the preparation for Brotherhood ceremony, the Brotherhood questionnaire familiarizes members with aims of the Order and Ordeal membership.
 - A. Although it is not a test to be passed, answers should have been learned by this time and members should have acceptable knowledge about the Order.
 - B. The Order of the Arrow official song and obligation *must* be memorized.
 - C. If any members are unable or unwilling to answer questions, their induction should be deferred.
 1. Brotherhood candidates must understand that there is much more than just 10 months of membership to qualify.
 2. The important lessons are continuous active membership in Scouting and the Order and adherence to the ideal of cheerful service to others.
 3. Brotherhood membership should never be simply an automatic step.

- IV. The ceremony for Brotherhood membership should be followed exactly as presented in *Brotherhood Ceremony* pamphlet, No. 5006.

DIRECTIONS FOR DISCUSSION

1. Discuss ceremony and ways of making it as impressive as possible.
2. Discuss value of learning Order of the Arrow official song and obligation and how this can be made more meaningful.
3. Discuss the merits of new rededication to cheerful service statement and how to prepare it properly. Can it be judged for acceptance or rejection in any way?

VIGIL CEREMONIES AND PROCEDURES (D-8)

References: *Order of the Arrow Handbook*, pages 32-36, *Ceremony for the Vigil Honor* pamphlet, No. 5043.

- I. Vigil Honor is the highest honor that a local lodge of the Order of the Arrow can bestow upon its members.
 - A. It is a high mark of distinction and recognition reserved for those Boy Scout, Explorer, and Scouter members of the Order who have made distinguished contributions beyond the responsibilities of their positions.
 - B. It is achieved through exceptional service, personal effort, and unselfish interest.
- II. Requirements for Vigil Honor membership include:
 - A. Current registration in Boy Scouts of America
 - B. Current registration in local lodge
 - C. Brotherhood membership for at least 2 years
- III. Selection of Vigil Honor candidates is accomplished by a committee.
 - A. Lodge chief appoints Vigil Honor nominating committee with approval by Scout executive and lodge adviser.
 1. All Vigil members of the lodge are not necessarily on the committee.
 2. Committee members should be Vigil members; however, any Arrow member may be on the committee.
 - B. Nominating committee uses the following procedure to select candidates:
 1. Secures from lodge secretary a list of Brotherhood members who are actively registered with lodge, Boy Scouts of America, and have been Brotherhood members at least 2 years.

2. Secures from lodge secretary total number of active registered members of the lodge.
3. Determines number of Vigil Honor candidates the lodge is eligible to nominate to national committee.
 - a. Find total registered lodge membership from charter renewal papers at the first of the year.
 - b. Use following scale to determine how many Vigil Honor candidates may be nominated.

Total Lodge Membership Jan. 31 of Current Year	Number of Vigil Honor Nominations
0-49	1
50-99	2
100-149	3
150-199	4
200-249	5
250-299	6
300-349	7
350-399	8
400-449	9
450-499	10

(ratio of 1 to 50)

- C. At least one-half of Vigil nominees must be under 21 years of age.
 1. Professional Scouters, district and council camping and activities chairmen, and council Scouters do not count against quota.
 2. Men will have to meet requirement of at least 2 years service as Brotherhood members.
 - D. Vigil Honor candidates are nominated only once a year – there can be no possibility of duplicating count of membership.
 - E. This procedure was set by the National Order of the Arrow Committee in order to maintain the high standard of the Vigil Honor.
- IV. In selecting candidates to be nominated for Vigil Honor, keep the following in mind:
- A. Candidates must have been Brotherhood members for at least 2 years.
 - B. When weighing “distinguished service” in nominating candidates, remember to measure it on a boy standard for boys, on an adult standard for adults.
 - C. To maintain proper ratio of boys to men in awarding Vigil Honor, the national committee will not approve petitions for more than 50 percent of adults during any given year.

1. All candidates may be boys, but not more than 50 percent may be adults.
 2. Adult is interpreted as a person 21 years of age or over.
- D. Select an appropriate Indian name and English equivalent for each candidate.
1. Pages 114-21 of the *Order of the Arrow Handbook* provide an English-Lenni Lenape word list, from which Vigil names may be selected.
- V. Prepare Vigil Honor Petition – National Record Cards.
- A. These cards can only be secured through your local council office from the national secretary.
- B. Petition must be filled out completely before it can be approved.
1. Particular care should be used in furnishing membership figures requested on back of card and in giving month, day, and year that Brotherhood membership was conferred.
 2. Specific reasons for nominating the candidate for the Vigil Honor should be concisely, but completely listed.
- C. Secure approval of Vigil Honor Petition – National Record Card from local lodge executive committee and the Scout executive. The lodge chief and Scout executive or assistant must personally sign back of card before national approval can be given.
- D. Forward Vigil Honor Petition – National Record Card with \$1 Vigil Honor fee for each candidate to national secretary.
1. Make check payable to the Boy Scouts of America.
 2. If petition is not approved, the fee will be returned.
- VI. Upon receipt in the national office, petitions will be reviewed for approval.
- A. If approved, certificates will be sent to council Scout executive.
- B. If petitions are not approved, council Scout executive will be notified with an explanation for the disapproval or a request for further information.
- C. Thirty days must be allowed for national committee consideration.
- VII. Calling-out ceremony for Vigil Honor candidates is arranged upon receipt of national approval.
- A. There is no standard form for this and local lodges are encouraged to create their own.
- B. Order Vigil Honor sashes from Supply Division, Boy Scouts of America, through local council office.
- C. Arrange and conduct Vigil Honor induction.
1. If there are no Vigil Honor members in the lodge, arrange to have candidates inducted by a nearby lodge.
 2. Or bring in Vigil Honor members from elsewhere to conduct induction in your council.
- D. Arrange and conduct public presentation of Vigil Honor sashes and certificates to new Vigil Honor members at some major function of council or lodge.
1. Vigil Honor is a recognition for exceptional leadership in service.
 2. It is, therefore, important that an appropriate presentation be made.
- E. If approved candidates are not inducted:
1. It is necessary to notify national secretary of the Order immediately.
 2. Otherwise, they will be considered as Vigil Honor members in the permanent national file.
- F. The Vigil Honor ceremony should be held in accordance with *Ceremony for Vigil Honor* pamphlet.

DISCUSSION

Discuss ceremony and procedure to be sure that all members of the group understand. Answer their questions.

UNIT ELECTIONS FOR ORDER OF THE ARROW MEMBERSHIP (D-9)

References: *Order of the Arrow Handbook*, pages 16-22; membership requirements and procedures in this manual.

- I. The purpose of unit elections is to recognize those campers that best exemplify the Scout Oath or Promise and Law in their daily lives. *Order of the Arrow Handbook*, page 5.
- II. Boy membership requirements for the Order are:
- A. To become candidates for election, Boy Scouts and Explorers have the approval of their unit leaders.
1. Approval is based upon how boys practice principles of the Scout Oath or Promise and

Law in their daily lives – particularly in attitude to cheerful service to their fellowmen.

B. Candidates must have at least 15 days and nights of camping under the auspices and standards of the Boy Scouts of America since becoming Boy Scouts or Explorers.

1. The 15 days and nights must include at least one long-term camp within the 2 years prior to election.
2. Long-term camping is 6 days and nights for Boy Scouts or 5 days and nights high adventure for Explorers.

C. A Boy Scout of any rank may be elected for induction into the Order of the Arrow.

1. It must be certified by his Scoutmaster that candidate has met all the stated requirements.
2. Once elected, candidate then has 6 months to qualify for First Class rank before he can be inducted.
3. Unless candidate meets the First Class rank requirement within the 6 months after election, the election is voided.
4. Candidate may, however, be reelected by troop at next authorized election.
5. A troop holding an election need not have any First Class Scouts at that time.
6. Only one election may be held within a 12-month period.

D. Any Explorer – regardless of rank – who meets the 15 days and nights of camping requirement and has been actively registered in a Boy Scout troop or Explorer post for the preceding 6 months may be elected.

1. It must be certified by his Advisor that candidate meets the requirements.
2. Particular attention should be paid to candidate's adherence to the Explorer Code and attitude to cheerful service to his fellowmen.
3. The election shall be held in the same manner as described for a Boy Scout troop.
4. Posts may hold only one annual election as designated by local lodge.

II. The number of candidates a unit may elect shall be based on total registered membership of unit as shown:

Total Troop or Post Membership	Number of Candidates That May Be Elected
5	1
6-14	2
15-24	3
25-34	4
35-44	5
45-54	7
55-64	8
65-74	9
75-84	10

A. A troop or post with Eagle Scouts who are not members of the Order may list these Eagles as candidates in addition to quota just shown.

For example: A troop with 27 registered members is entitled to elect 4 candidates. There are two Eagle Scouts who are not Arrowmen; troop may elect the two Eagles and four other qualified campers for a total of six candidates.

B. Eagle Scouts *do not* become candidates automatically – they must still have vote of fellow Scouts.

C. Scouts of lesser rank may not be substituted for Eagle Scouts in case they are not elected.

III. Every unit member under 21 years of age who is registered at time of election is eligible to vote.

A. Fifty percent of all unit members must be present to hold an election.

B. Adults may not vote, nor are they eligible to be elected by boys.

IV. The unit election shall be held in the following manner:

A. Names of eligible members shall be posted in alphabetical order on a blackboard or large sheet of paper.

B. Every unit member under 21 years of age will then list the names of candidates he believes to be best qualified .

1. In terms of their record of cheerful service.

2. In order of his preference,
3. Listed as member's first choice first, second choice second, etc.

For example: there are 27 troop members, 23 are present for the election; 7 boys are qualified campers who are eligible for the election of 4 candidates. The names are posted alphabetically:

Bill	Harry
Charles	John
Dick	Tom
George	

Each troop member is given a ballot; he writes down the numbers 1 to 4 and then writes names of boys in order of his personal preference:

1. John	3. George
2. Dick	4. Bill

- C. The Scoutmaster and at least one Order of the Arrow member tally the ballots.
 1. The 27-member troop may elect 4 candidates; those listed first are given 4 points, those listed second 3 points, third 2 points, and fourth 1 point.
 2. Candidates with four highest scores are those elected for membership in the Order.
 3. In case of a tie for last place, a *run-off election* is held in the same manner listing only those who are tied and allowing troop members to make a final choice between last-place boys.
 4. In case of a tie for first, second, or third, those who are tied will be considered elected and there will be no fourth place – in other words, the four boys with the four highest scores are elected.
- D. As soon as election is completed, the Scoutmasters should announce names of those who have been elected.
 1. Names and addresses of new candidates must be forwarded to lodge membership committee immediately.
 2. Candidates will be called out or tapped out at earliest possible time at a camporee, a special ceremonial, or summer camp.
 3. To be inducted into the Order, candidates must participate in the Ordeal.

E. Adults 21 years of age or over *may not* vote in boy elections.

- V. Since the Order of the Arrow is principally a boys' organization, Scouters are not elected to membership as an award or recognition.
 - A. Election to the Order should take place when the Scouter's job in Scouting will make Order of the Arrow membership more meaningful in the lives of boy members.
 - B. Scouter qualifications are the same as those of boy members; however, the camping requirement may be waived at the discretion of the lodge executive committee.
 - C. Scouters of a unit holding an election for boy members may select one of their adult members, provided that he meets camping requirements.
 - D. Unit, district, and council Scouters may (with approval of the lodge and staff advisers) be invited by lodge executive committee to be candidates for induction to membership.
- IV. Members of the local professional staff are members ex officio of the local lodge. If they haven't been previously inducted into the Order, they should be given an early opportunity to take the Ordeal and Ordeal ceremony.

NEW MEMBER ORIENTATION (D-10)

Reference: *Order of the Arrow Handbook*

- I. What are obligations of the lodge in new member orientation and how does it accustom them to the ways of the Order of the Arrow?
- II. The lodge can get new members active in committee work.
 - A. They should be given a job to do as they are inducted.
 - B. Every member should serve on at least one committee.
 - C. Tell them about lodge operation, how the lodge is organized, and who is in charge of each committee.
- III. Opportunities for orientation are numerous.
 - A. At unit elections the Order of the Arrow filmstrip can be shown.
 - B. Calling-out ceremonies can serve this purpose.
 - C. At summer camp the purpose of the Order can be explained.
 - D. During the Ordeal, candidates should be reminded of the seriousness of proceedings.

1. In the morning explain the idea of service.
 2. At rest period during the day discuss and explain what has happened.
 3. In the evening hold individual discussions to find out how much of the ceremony was absorbed.
 4. Next morning a complete orientation session is conducted when all new members are presented an *Order of the Arrow Handbook* and the Brotherhood questionnaire, No. 5006.
- E. Continue orientation at other lodge functions until a general knowledge is acquired by all new members.

IV. The effective orientation program consists of:

- A. Basic information about principles and purposes of the Order of the Arrow and its historic background since 1915.
- B. Meaning of ceremonies and the Obligation.
- C. Ordeal and Brotherhood membership categories and how to become a Vigil Honor member.
- D. Information about the lodge:
 1. Activities and service projects and their dates for next year
 2. Organization of the lodge, its chapters, and operation
 3. Who and what officers are, how they are elected, and the executive committee
 4. Historic background of local lodge
- E. The responsibility of individual members:
 1. Standards to maintain for all who have taken the Obligation
 2. Challenge of service is first of all to the member's own unit.
 - a. Obligation of cheerful service to younger boys
 - b. Effectiveness in own unit leading the way in camping and example

3. Attitude about being an Order of the Arrow member and how others feel about it.

V. Techniques of orientation include:

- A. Person-to-person contact with each new member being assigned a coach.
- B. Question and answer sessions with a panel of officers and advisers.
- C. Informal contact with other Arrowmen.
- D. Group talks.
- E. Use of available sources of information about the Order:
 1. *Order of the Arrow Information for New Members* pamphlet, No. 5004
 2. The filmstrip "Symbol of Service"
 3. *Order of the Arrow Handbook*
 4. National bulletins
 5. Lodge publications.

VI. How effective is your lodge orientation program?

- A. Arrow members have taken a solemn obligation of their own free will and are expected to believe in it and practice it.
 1. Attendance at lodge and chapter functions
 2. Doing their share in carrying out the program
- B. General attitude of members
 1. Living up to the Scout Oath or Promise and Law
 2. All Arrowmen are brothers
 3. The Order will mean more to those who really support it
- C. Attitude of others toward the Order of the Arrow.
- D. Tenure of active members.
 1. As Boy Scouts and Explorers
 2. As the leaders of tomorrow.

WORKSHOPS (W)

WHERE-TO-GO CAMPING PROJECT (W-1)

- I. Announce the purpose: To let Boy Scout and Explorer units, Scouters, Boy Scouts, and Explorers know where to camp, what is available, how to get there, and any other pertinent information. It can also serve as a general guide for camping hints and since it is put out by the Order of the Arrow, it should contain information about the Order.
- II. Directions to group: Take a blank sheet of paper and write a description of your favorite campsite including any pertinent information you think would be used in a camping guide.
 - A. Turn description in to leader.
 - B. Discuss the rest of this outline.
- III. Your lodge has decided to publish a "Where To Go Camping" booklet.
 - A. Where are you going to get information you need?
 1. Scout units
 2. Scouters
 3. Forest service
 4. Park service
 5. Chambers of commerce
 6. National camping guides
 7. Boy Scout council
 8. State parks and recreation departments
 - B. How will you obtain your information?
 1. By questionnaire? (See sample illustrated in this section)
 2. By letter?
 3. By word of mouth?
 4. In person?
 5. By phone?
 6. From publications?
 7. HOW?
- IV. When you get all the information amassed, what specific facts are you going to use or need?
 - A. Names of camps
 - B. Locations
 - C. Whom to contact about arrangements
 - D. Whether permission is needed
 - E. Whether any costs are involved
 - F. Whether there are any restrictions, by law or otherwise
 - G. Distances from major towns
 - H. How many can be accommodated
 - I. Hiking distance to them
 - J. General description
 - K. Special features
 - L. Pictures
 - M. Maps.
- V. Some questions to ask about your information.
 - A. Do you have enough?
 - B. Is it verified?
 - C. Is it the most recent available?
 - D. Where can you get additional information?
 - E. Who will be using this information?
 1. Boys or leaders?
 2. Will it be sufficient for them, or will they need more detail?
- VI. What other information are you going to use in the booklet?
 - A. Hikes and hiking areas
 - B. Long-term camps and council camps
 - C. Camping hints
 - D. Weather and camping
 - E. Order of the Arrow—your own lodge in particular

- F. Scouting skills
 - G. Council camping events
 - H. Area maps
 - I. Equipment needed
 - J. What to do if lost
- VII. After you have developed this information what form is your booklet going to take? Some questions to ask yourself (and discuss in the workshop) are:
- A. What audience are you planning to reach?
 - B. What sort of schedule do you have to meet?
 - 1. Set deadlines for copy and printing
 - 2. When and how will it be distributed?
 - C. How are you going to print the booklet?
 - 1. Commercial printer
 - 2. Council office printing facilities
 - 3. Mimograph or liquid duplicating
 - 4. Letterpress or offset printing
 - 5. Will you have photos and artwork
 - D. Determine budget to cover all costs
 - E. Determine length and scope of booklet
 - F. How many copies will you need?
 - G. How are you going to organize your booklet?
 - 1. Cover

- 2. Table of contents
- 3. Body
- 4. Pictures, tables, charts, sketches
- 5. Other information pertinent to outdoor program
- 6. Index

PROJECT

- 1. After discussing all of the above factors, organize workshop into one or more committees:
 - a. Take all of the campsite information that was turned in at the beginning of the workshop and start to prepare a "Where to Go Camping" guide.
 - b. Have some workshop members write any other pertinent outdoor information they decide they want to include in their booklet.
 - c. Put it all together as far as possible using glue, paper, etc. you have available.
 - d. Don't forget to consider a cover page, title, table of contents, and other elements of a full publication.
- 2. Urge workshop members to go back home and tell them to see that their lodges either have a camping guide that is up to date or help establish one locally.

SAMPLE QUESTIONNAIRE

YOUR COUNCIL

BOY SCOUTS OF AMERICA

Address, City, State, Zip Code
YOUR LODGE OF THE ORDER OF THE ARROW

To:

Dear

We need your help; many of your fellow Boy Scout and Explorer unit leaders need to know of good places to go camping and hiking. We feel that more camping would be done in our council-- and consequently better Scouting-- if more unit leaders know of more good places to go. We are planning to help them by publishing a "Where To Go Camping" guide in the near future as a service project of our lodge.

We hope you will share some of your favorite camping and hiking spots with other units in our council. Maybe you'll get some good tips for your unit, too! Thanks for your help!

Name of site (if any) _____ Location (how to get there) _____

Distance from a major town _____ miles. How many boys can be accommodated comfortably? _____ Hiking distance from parking area _____. If permission for use is needed, contact: Name _____

Address _____ City _____ State _____ Zip Code _____

Are there any charges or permits? _____ If so, explain: _____

General description of area (level, hilly, wooded, etc.) _____

Special features (lakes, swimming, fishing, geological formations, nearby attractions, etc.) _____

Check the following if present:

<input type="checkbox"/> Safe drinking water	<input type="checkbox"/> Shelter
<input type="checkbox"/> Firewood	<input type="checkbox"/> Tables
<input type="checkbox"/> Poison oak and ivy	<input type="checkbox"/> Cooking facilities
<input type="checkbox"/> Toilets	<input type="checkbox"/> Other facilities: _____
<input type="checkbox"/> Poisonous snakes	

Remarks: _____

Suggested by: _____

Title: _____

Unit: _____

Address: _____

**THE FOLLOWING MATERIAL IS ALSO AVAILABLE
IN INDIVIDUAL COPIES FROM NATIONAL SECRETARY
OF THE ORDER OF THE ARROW:**

“WHERE TO GO CAMPING” PROJECT

Order of the Arrow – “where to go camping” booklet:
It is a continuing service project of Order of the Arrow lodges to provide “where to go camping” and hiking information for Scout troops and Explorer units. If units are furnished with this information, they will probably do a great deal more camping on a year-round basis. Here is an outline suggesting the steps to be taken in preparing such a useful tool.

Initial Preparation for the Project

1. Lodge chief and lodge advisers discuss the project with the Scout executive and the chairman of the council camping and activities committee.
 - a. Determine the scope. The booklet should include information on places to go for Boy Scout troops and Explorer units. Plan to include all areas and places available for outdoor activities, even though some may be outside the council boundaries. Because Cub Scout packs will be interested only in areas with facilities for Cub Scout activities and not camping, it is strongly recommended that separate information be provided for pack leaders.
 - b. Decide on the amount of information needed about each area.
 - c. Determine the roles that the lodge and the camping and activities committee will play in the development and completion of the project.
 - d. Discuss the financing of the printed or mimeographed booklet.
 2. The camping and activities chairman should discuss the project at a meeting of his committee. Additional opportunity should be given to the camping and activities committee so it can obtain help from other council sources. Final approval of the project by the camping and activities committee should be a prerequisite. It is unwise to start the project without this official O.K.
 3. After the camping and activities committee gives its approval, the lodge executive committee should adopt the project and appoint a special committee (or designate a standing committee) to take over leadership for the lodge’s part in the development of the booklet.
- a. *General description* of place or area.
 - b. *Suitable for what type of unit* – Boy Scout or Explorer?
 - c. *Suitable for what type of activity* – picnic, sight-seeing, day hike, overnight camp, long-term camp, vocational exploration, high-adventure trip, educational tour?
 - d. *Facilities available* – eating places, fire places, water, tables, shelters, buildings, toilets.
 - e. *Special features* – swimming, boating, hiking trails, nature study area and trails, mountains, conservation area, field sports, game areas, winter sports, fishing, hunting, guides available, conducted tours.
 - f. *Regulations* – necessary permits, fee charges, regulations on fire building and use of facilities, adult leadership required, contact for reservations.
 - g. *Where?* How to get there – address, phone, travel directions, distance, rough map.
 - h. If a printed booklet is planned, ask for pictures of area to be included in the booklet.
2. Use a prepared form to record information on areas and places used by Scouting groups. Follow these procedures:
 - a. Send forms to unit leaders asking them to suggest possible areas and places to include in the booklet.
 - b. Request the help of district and council Scouters in developing a list of possibilities.
 - c. Consult council and district records for areas and places used or visited for camporees, expeditions, Scouting shows, pilgrimages.
 3. Check on additional sources of information by having:
 - a. Lodge members ask advice of their dads and friends.
 - b. Committee members consult conservationists, forest rangers, police departments, city bureaus, chambers of commerce.
 - c. Committee members investigate local, state, and national park facilities.
 4. Be sure to include information about the following:
 - a. National Camping Award of the Boy Scouts of America.
 - b. All pertinent information about your council camp (s).
 - c. Any well-known annual regional or council events.

Prepare Booklet for Publication and Supervise Distribution

1. Write a description of each area or place in narrative style.
2. Develop a layout to follow in listing the collected information.

Collecting Information

1. The appointed committee meets, discusses procedures to follow, and draws up a form to be used in gathering the information about each area or place. This form might include questions requesting the following types of information:

3. Classify areas and places.
4. Give booklet a simple but interesting title.
5. Develop a rough map of how to get to each area or place.
6. Complete all manuscript and illustrations and prepare a dummy.
7. Obtain approval of lodge executive committee, camping and activities committee, and Scout executive before printing.
8. Distribute booklet to unit leaders, district and council Scouters, and interested lodge members. Ask for their assistance in supplying additional information for enlarging the booklet when it is printed again.

LODGE NEWSPAPERS AND BULLETINS WORKSHOP (W-2)

I. What is a newsletter or paper?

- A. What are its characteristics?
 1. How long is it—2 pages or 12 pages?
 2. What does it look like — mimeographed or printed?
 3. What size is it — 8½ by 11 inches or larger?
 4. Is it formal and technically correct or informal for fellowship?
 5. Is it flexible or unchanging in style and content?
- B. How many people receive it?
- C. How often do they received it?
 1. Regularly scheduled?
 2. Irregular frequency?
- D. What are its functions?
 1. To inform?
 2. To promote?
 3. To guide?
 4. To coordinate?
 5. To inspire?

II. What process are you going to use to print your paper?

- A. It depends on what is available to you and what you can afford.
 1. Photo offset and letterpress are expensive processes for newspapers with less than 500 copies.
 2. *Therefore*, this outline will not deal with these since the average lodge has a smaller circulation than this.
- B. Other processes are available.
 1. Liquid (“Ditto” type) duplicating for frequent

runs of up to 500 copies; inexpensive, easy to use.

2. Mimeograph process for 500-1,000 copies; also inexpensive and easy.

- C. Remember - council office facilities will probably determine how you print your paper.

III. The masthead gets attention of your readers and immediately identifies your lodge’s newsletter.

A. Masthead should include:

1. Title of paper
2. Publisher (i.e., your lodge)
3. Number and volume of issue
4. Date of publication; council office or lodge address

B. Graphic design is important to success of masthead.

1. Use a visual symbol (or “logo”), such as lodge totem, that is readily identifiable.
2. Use of an eye-catching color can be effective or you can use a well-designed masthead in black.
3. Masthead should be simple, sharp, and clear.

IV. Page layout needs careful planning.

A. Overall page effect should be neat, uncluttered.

1. Copy should not be in long, solid blocks or solid text across the page without breaks.
2. Use plenty of “white space” in your makeup.

B. Break page up in several ways: careful paragraphing, more than one article on a page, eye-catching headlines, pictures or cartoons, or boxes to frame small, important items.

C. Size of page is important in layout.

1. Determine whether two or three columns can be used (as in commercially printed or large-size papers).
2. Or determine if copy should read across page as in mimeographed 8½- by 11-inch pages.

V. Writing style should appeal to the audience - make it lively and pertinent.

A. Catch their interest; make them want to read the article.

B. Make your headlines mean something.

1. Use action headlines with verbs — not just “labels.”
2. Keep them clear, simple, and to the point.

C. Clarity is important for readability.

1. Don’t use long sentences.
 - a. Don’t ramble on.

- b. But don't use short, choppy sentences.
 - 2. Make copy simple and direct.
 - D. Brevity is essential: be brief and to the point.
 - 1. Don't get carried away with your own literary ability.
 - 2. Remember that the reader is interested in the meat of the material.
 - E. Be positive in tone and don't complain.
 - 1. Be optimistic.
 - 2. Stress the good rather than bad.
- VI. The editor and his staff must rely on their fellow Arrowmen for material, depending upon lodge size and structure.
- A. In small lodges, the staff is usually one or two people in a committee with lodge secretary in charge.
 - B. In large lodges, a regular staff under an editor can publish and print the newsletter with help from reporters in each chapter.

PROJECT

Divide workshop group into small groups and put together a newsletter. Use the conference itself as basis for writing your material. Consider the following details when planning and writing your newsletter:

1. Name
2. Masthead
3. Layout
4. Writing style
5. Number and type of articles
6. Length
7. Printing style
8. Circulation

Using glue, scissors, and paper available— as well as your ingenuity — and writing implements, “have at it!”

Turn in your finished project for critique.

INDIAN DANCING (W-3)

I. Introduction (10 minutes)

- A. Explain what dancing is — the physical expression of music and rhythm.
- B. Draw comparisons of various dance forms — primitive, modern, classical, etc.

- C. Compare various primitive cultures — African, Polynesian, American Indian, etc.
- D. In this workshop it should be remembered that practice is the key to good Indian dancing. The more you practice, the easier it will become, and the more enjoyment you will experience from dancing.
- E. Most Indian dancing depends on the area from which you come. Therefore, this workshop will just go into those phases which pertain to *all dancing*. We have attempted to give a sample of each of the different parts of our country and each of the Indian cultures.

II. Indian dancing (15 minutes)

- A. Discuss types of Indian dances and use examples of each.
 1. Social
 2. Religious
 3. Dramatic
- B. Demonstrate basic dancing in different Indian cultures, using Arrowmen from various areas who do indigenous dances.
 1. Eastern
 2. Plains
 3. Southwest
 4. Plateau
 5. Northwest Coast

III. Indian dancing for Arrowmen (15 minutes)

- A. Authenticity
 1. Point out that the *only* truly authentic dance is any dance done by an Indian.
 2. We are looking for authentic reproduction.
 3. It is our function to imitate — not originate or improve upon — that which the Indian did.
- B. Music
 1. Discuss music and dance as synonymous terms to the Indian.
 2. Many tribes had no word for “dance” — only for “song.”
 3. Emphasize music and singing as equally important with dancing.
- C. Indian dance drumming
 1. The rhythm must be carried by the drummer who is orchestra of the dance as well as conductor.
 2. To him falls the responsibility of keeping the dance going.

3. A good drummer will keep his eyes on hands and feet of dancers at all times – never at the audience.
4. If more than one drummer is used, one should be chosen as leader and for any change in beat he should give signal.
5. Drumming should be timed to slowest dancer, not the fastest.
6. If dance is to be a fast one, slow dancers should be weeded out.

D. Indian lore dancing

1. Each dance should be short, from 3 to 10 minutes long.
2. A slow dance which is readily understood should be danced only once or twice.
3. A narrator can help make a good Indian dance program.
4. Smoothness and continuity with lots of color and action will make your show a success.

E. Costumes

1. Display and show selected costumes representing culture areas.
2. Such a display could be best done by having dancers wear their costumes.

F. Good reference books are *Drums, Tom-Toms, and Rattles* by Bernard S. Mason and *Indian Dancing and Costumes* by William K. Powers.

IV. Show and do (balance of workshop time)

- A. Demonstrate, then have all try, various fundamentals in dancing.
- B. Emphasize rhythm, dancing with body not only feet, and body position.
 1. “Toe Heel” step (Plains)
 2. “Stomp” step (Southeast)
 3. “Trot” step (Southwest)
 4. “Flat-Foot shuffle” (Northwest)

V. Summary (5 minutes before dismissal)

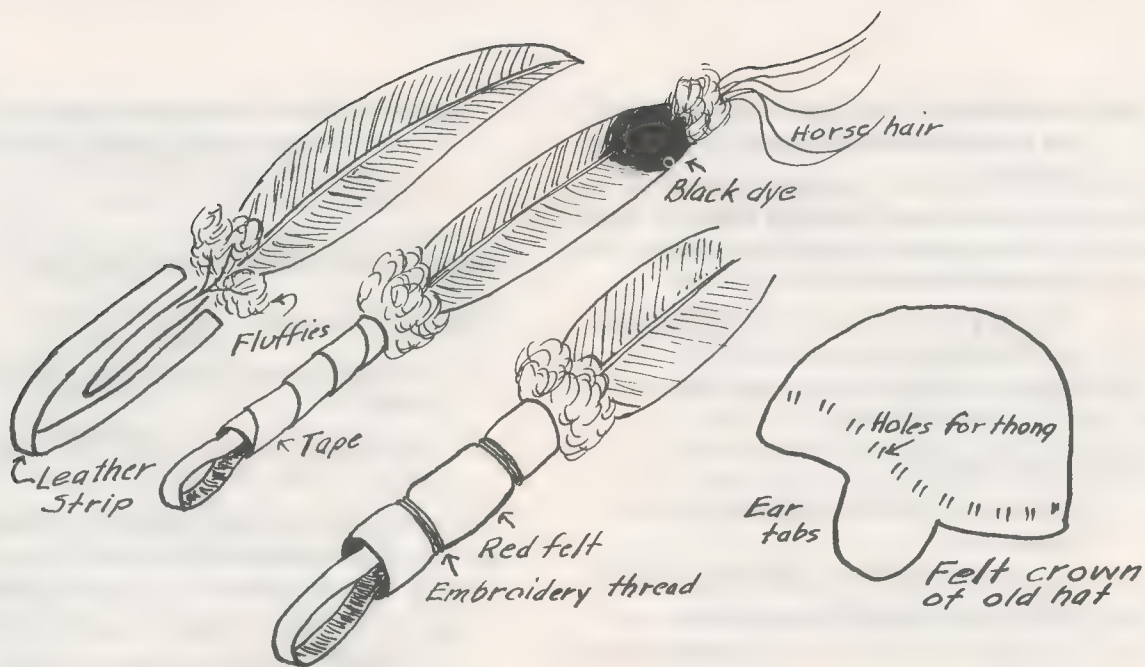
- A. Reemphasize these points:
 1. Imitate – don’t originate.
 2. Singing is part of dancing.
 3. Rhythm is vital.
 4. Dance with body.
- B. The success of Indian dancing rests with you – it can only be as good as the effort you give to it.
 1. If you expect to be a good dancer, then you can expect to spend hours of practice before you perfect even simple steps.

2. If you are willing to spend the time and the effort, you will find a whole new world of fun opening up to you.

INDIAN HEADDRESS MAKING (W-4)

I. Feathered Headdress – Warbonnets

- A. Warbonnets were worn by only a few Plains tribes.
- B. Each feather had to be earned by doing a brave deed.
 1. Size of headdress depends on number of feathers earned by the warrior.
 2. Larger headdresses contained approximately 90 feathers – enough to make double-trailer headdress.
- C. To construct feathered headdresses, the Indians used eagle feathers.
 1. Today we substitute white turkey feathers.
 2. Feathers are 12 to 14 inches in length.
- D. Prepare feathers as directed:
 1. Dip top 1½ to 2 inches of feathers in black dye to give them more realistic appearance.
 2. With a pair of scissors, round top of feathers.
 3. Steam feathers after they have been cut.
 4. Make a loop for leather thong at base of each feather by taping on a leather strip 4 inches long and ¼ inch wide with ½-inch adhesive tape.
 5. While taping on leather strips, tape two or three base plumes (or fluffies) to the front base of feathers with same piece of adhesive tape.
 6. Sew a piece of red felt about 2- by 1½-inches around leather strip and base plumes.
 7. Tie two strands of embroidery thread about 1 inch apart around each felt square.
 8. Glue 10 to 16 strands of horsehair to tips of feathers.
 9. Glue one or two tip plumes (or fluffies) on tips, making sure they are on front of feathers.
- E. Secure prepared feathers to a felt crown from an old hat.
 1. Cut felt crown as shown in diagram, leaving two ear flaps and a flap in back to sew on a trailer.



2. Punch evenly spaced holes in hat to secure 30 feathers – spacing holes approximately $\frac{1}{2}$ inch apart for feathers and $\frac{3}{8}$ inch between feathers.
 3. Center a beaded headband on front of crown and sew it to the crown.
 4. Punch a hole in back of each feather *through the quill* about 6 inches up from the bottom.
 5. Arrange feathers according to whether they are right- or left-curved feathers and by length of each group,
 6. Lace feathers to felt crown with a leather thong or a heavy shoelace – starting at the front and working back both sides at the same time.
 7. After feathers are attached, lace a second time through holes in quills.
 8. Adjust feathers so they overlap each other by about $\frac{1}{2}$ inch.
 - a. Place hat either on a friend or on a specially built stand.
 - b. Then place spot of glue at point where secondary lacing passes through each feather.
 9. On earflaps sew a rosette or mirror.
 10. Side drops of such materials as yarn, rabbit fur, ermine tails, etc., should be put on, too.
- II. Other types of headgear include:

A. Hair Roach

1. Best suited for dancing but requires a wig.
 2. Made of porcupine guard hair and deer hair dyed red - usually with a single eagle feather sticking out of top.
 3. Plastic fiber, sisal, or horsetail hair can be substituted for animal hair.
- B. Feather Roach - very showy arrangement of feathers standing upright on head, similar to hair roach
- C. Feather Crest – consists of single row of feathers standing upright and extending back of the head
- D. Single Feather - inserted into a headband (economical)
- E. Wigs
1. Bobbed style is best; has bangs at front.
 2. The best and most expensive are handmade human hair wigs.
 3. Mohair wigs are probably best buy, less expensive than real hair.
 4. Can be made from rope dyed black or from yarn.

PROJECT: Prepare feathers available to group for head-dresses.

INDIAN COSTUME MAKING (W-5)

- I. The costuming of Indians can usually be divided into two types – broadly designated by different types of designs used.
 - A. Woodland Indians
 1. *Usually used floral designs*
 2. Usually simple, quiet costumes
 3. Did not use large, flowing headdresses of Plains Indians
 - B. Plains Indians
 1. *Usually used geometric designs*
 2. Used more flowing costumes than Woodland Indians
 - a. Something loose and comfortable
 - b. Suitable for riding horses
 - C. Notable exceptions to these two main types were the Southwest, Northwest, and Florida tribes
 - D. In addition, each tribe also developed its own particular types of costuming
- II. Individual pieces of Indian costumes included:
 - A. Breechclouts – worn hanging from belt around waist
 1. Made from skins or plain blanket material, flannel, velveteen; with designs applied to it.
 2. Measurements; 1 foot wide, 6 feet long.
 3. Cut so that it hangs a few inches below knee joints in back, even with knee joints in front.
 4. Worn by Plains Indians
 - B. Aprons – square pieces of cloth tied together at waist
 1. Each piece can be beaded or decorated differently.
 2. Used by Woodland Indians.
 - C. Leggings – were the trousers of the Indians
 1. Made of buckskin, denim, or dyed outing flannel.
 2. Two tubes of cloth, sewn or tied in several spots, which hang from belt.
 3. Can be fringed or left plain.
 4. Beading can be added.
 - a. Woodland Indians used floral-strip beading.
 - b. Plains Indians used geometric.
 - D. War Shirts
 1. Almost all Indians wore shirts of some kind.
 2. War shirts were ceremonial shirts worn by tribe members who had authority.
 3. Made out of buckskin – usually two hides.
 4. Many shirts were decorated with wool or horsehair tassels.
 5. Your shirt can be of outing flannel or unbleached muslin, decorated with particular design that was (or is) prevalent in your area.
 - E. Capes and Yokes - cooler and more comfortable for dancing (Used mainly by Woodland and Pacific Northwestern Indians.)
 1. Capes are spread over shoulders equally on both sides.
 - a. Can be made of any type of fur.
 - b. Should be beaded, fringed, or decorated in some manner.
 2. Yokes are predominantly front pieces.
 - a. Made from cloth which should be bound.
 - b. Backed or lined with other cloth.
 - F. Vests – comparatively modern, since they were copied after the white man's vest
 1. Can be worn with or without a shirt.
 2. Add a great deal of color.
 3. Can be beaded or can be painted with imitation beadwork.
 - a. No two vests are seldom the same.
 - b. Use your own imagination.
 4. Make a vest pattern from heavy wrapping paper allowing $\frac{1}{4}$ inch wherever there is a seam.
 - a. Remember it should be loose-fitting.
 - b. Use smoked or tan buckskin or cloth of the same color.
 - G. Cuffs and Gauntlets – used by Plains Indians only
 1. Cuffs: a strip of beaded buckskin or canvas worn around wrist.
 2. Gauntlets: copied after U.S. Cavalry gauntlets, usually beaded and fringed gloves. (Difficult to make – only an experienced person should attempt them.)
 - H. Necklaces – Indians made necklaces of almost anything; bear claws and large beads were most popular
 - I. Bone Breastplates – make out of long bone beads called “hair pipes”
 1. * They were made originally of buffalo bones, and later of cow bones.
 2. Good substitutes are shoots from ash trees, other softwood shoots, rolled paper tubes, or corncob pipe stems.
 3. “Hair pipes” should be smoothed and tapered,

then rubbed with boiled linseed oil and raw sienna or given a coat of ivory or cream-colored enamel as needed.

4. Breastplates are made with "hair pipes" strung between leather strips and decorated with beading.
 5. Buckskin thongs tie breastplate around neck and waist.
- J. Chokers and Ties - rather modern additions to the costume; look equally well with or without a shirt
1. Chokers: circular beaded bands surrounding neck; are either loom-beaded or beaded using lazy-squaw stitch.
 2. Ties: Simply pendants attached to chokers.
 - a. Made of buckskin or canvas.
 - b. Decorated with tin cones, feathers, shells, or beadwork.
- K. Armbands and Anklets - good, simple additions to any costume
1. Armbands
 - a. May be worn on bare arms or over shirts.
 - b. Plain bands can be made from stainless steel, brass, or other metal.
 - c. Beaded bands can also be used effectively.
 - d. Bands should be made so that they do not entirely encircle arm.
 - e. Arm bells can be used also.
 2. Anklets
 - a. Good addition for dancing.
 - b. Angora goat hair makes good anklets - white yarn can be substituted.
 - c. Dance bells are good for dancing - can be bought in toy or hardware departments.
- L. Moccasins
1. Ideal for the wilderness since they neither slip nor crack.
 2. Two general types are hard- and soft-sole moccasins.
 3. Hard Sole
 - a. Soft uppers with attached hard-sole portion sewn on to give protection to feet from rough stones and cactus.
 - b. This type was used by Plains Indians.
 4. Soft sole
 - a. Used by the Woodland Indians
 - b. Usually one-piece construction, adaptable to forest and canoe travel.

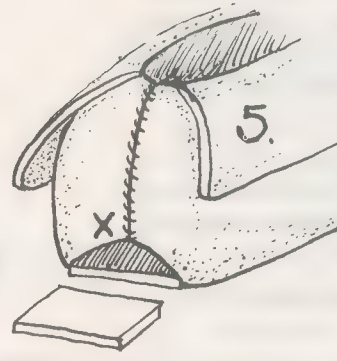
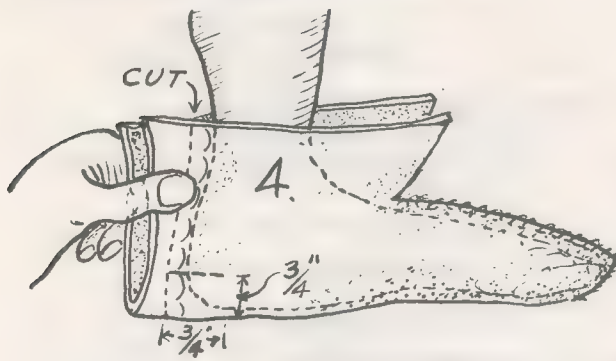
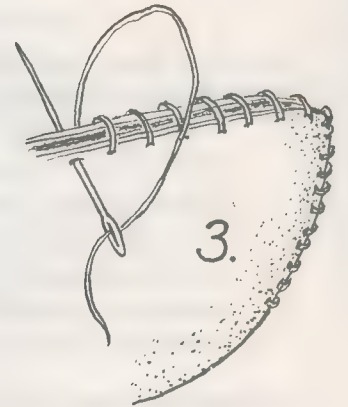
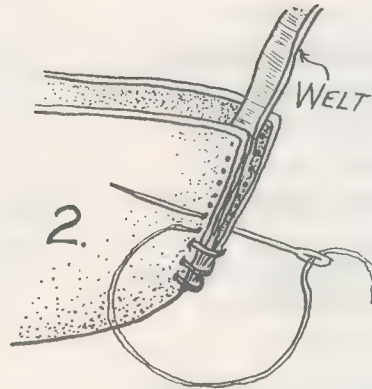
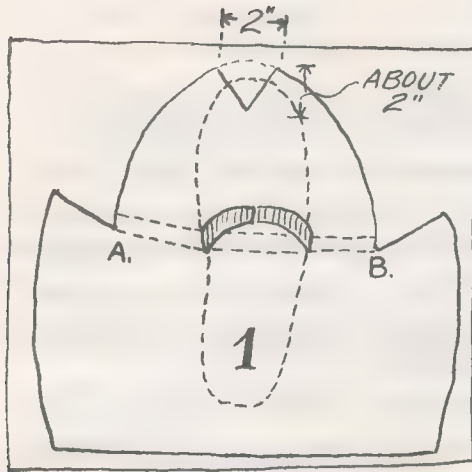
PROJECT

Directions for Making Soft-Sole Moccasins (Shown in illustration on page 27.)

1. Place your bare foot on heavy wrapping paper and draw pattern as shown in figure 1. Measure around instep to determine width from A to B and add $\frac{1}{4}$ inch for a seam before drawing.
2. Place paper pattern on soft leather, felt, or other material and cut your moccasins out. There are no rights or lefts; moccasins will shape themselves to your feet.
3. Turn moccasins inside out to begin sewing. Use glover's triangular pointed needle and waxed thread. Insert welt strip of same leather or fabric used for stronger seams. Sew from sole, spacing stitches about $\frac{1}{8}$ inch apart as in figure 2.
4. Follow up over toe, as in figure 3. Turn rough side out again.
5. Slip on moccasin and mark back with your thumbnail (figure 4). Add about $\frac{3}{4}$ inch for seam and cut off surplus.
6. Sew back seam down to X in figure 5 with overcast seam on outside. Flatten heel and cut off flap straight across.
7. Turn heel inside out, insert welt strip, sew up bottom heel seam, and cut off surplus material as in figure 6.
8. If fitted correctly, no ties are needed.

INDIAN BEADWORK (W-6)

- I. Indians used beads for decoration long before Columbus discovered America.
 - A. Original beads used were bones, claws, stones, shells, minerals, and seeds.
 - B. Early English and Dutch colonists used beads as medium of exchange with Indians.
 1. The word *wampum* was derived from the Algonquin words *wampumpeak* and *wamponeage* meaning string of shell beads.
 2. Color of the beads determined their value - a purple bead was worth two white ones.
 3. Missionaries, traders, and settlers soon learned that European glass beads were worth a great deal as wampum.
 - C. Early beads, known as "pony beads," were irregularly shaped and size was only approximate.
 1. These beads were about $\frac{1}{8}$ inch in diameter.
 2. By mid-1800's, beads were about half as large.



D. Most common colors were white, black, and sky blue; but light and dark red, buff, orange, yellow, green, lavender, and dark blue were also used.

II. Designs differed as to tribes.

- A. Four motifs are the styles most common to all tribes.
1. Solid triangles
 2. Hourglasses
 3. Crosses
 4. Oblongs
- B. Missionaries introduced beaded floral designs to Woodland tribes, although other tribes now use them.
- C. Sioux beadwork is characterized by open designs on solid, light-colored backgrounds, red and blue dominating, with some yellow and green.
- D. Blackfoot beadwork is typified by numerous small squares or oblongs massed to make up larger designs.
1. Principal figure is usually one color, with many colors composing the edging.
 2. White beads were used only as thin lines outlining main designs.

III. Indian beading is generally of three types: loom type, applique stitch, and lazy or lazy-squaw stitch.

A. Loom beading is most popular and easiest type of beadwork.

1. Make a loom of three pieces of wood: two upright end pieces $2\frac{1}{2}$ inches wide, with the base about 6 inches longer than your longest beaded object will be; nail uprights facing each other to the base.
2. Make an even number of knife-cut grooves ($\frac{1}{16}$ inch deep, $\frac{1}{8}$ inch apart) at top edge of end pieces for warp threads.
3. Place a nail or screw in the middle of the outside of each end piece.
4. Paint loom dull black to eliminate eye strain since beading is close work.
5. Tie warp threads to nail or screw on one end piece; stretch thread through grooves of both ends and tie securely to opposite nail or screw.
6. Warp threads should be heavier than No. 60 linen thread used for weft threads.
7. Wax both threads with beeswax to preserve them them.

8. Start weaving with a large needle in the middle and work toward ends; knot weft thread on double warp at edge; also use double warp at opposite edge.
 9. At start and finish, weave weft thread back and forth a few extra times.
 10. After warp threads are cut, knot them to prevent raveling and sew beaded piece to canvas or leather strip.
- B. Plains Indians used lazy or lazy-squaw stitch beading on heavy elk or buckskin.
1. You can substitute canvas or leather strip, soft enough to push needle through, but firm enough to prevent stretching out of shape.
 2. Push needle with nylon or waxed carpet thread through material, string on a row of beads (approximately 6 to 10 beads wide), then push needle back through material at end of row.
 3. Reverse direction for next row to line rows up on material.
 4. Knot thread ends at start and finish to firmly secure beads.
 5. Inexperienced beadworkers can sew beads to cloth or felt, then stitch this on the garments.
- C. Woodland and Plains Indians both used applique stitching for their floral-design beadwork.
1. For applique stitch beading, trace a pattern on a piece of cloth or soft leather and stretch it on to a willow frame or embroidery hoop to keep it flat and taut.
 2. Sew down a thread of beads—which you are stringing by color to create the design – by using a second needle and thread to tack it down between every two or three beads, following the pattern traced on the material.
- IV. Beadwork designs should be chosen carefully to assure that they are not too difficult to complete.
- A. Start with a well-made design or pattern drawn on beadwork graph paper.
 - B. Color design with colored pencils which match your beads.
 - C. Keep design simple, perhaps a repeating one that is easy to reproduce in beading.

- D. Pick out design elements in good taste, that are characteristic of tribe you are following.
 1. Allowable to modify their designs or colors.
 2. *Do not* combine Woodland (chiefly floral) and Plains (geometric and symmetric) designs.
- E. Use discretion in selecting color combinations.
 1. White is good background color, especially on dark material.
 2. Turquoise is effective on buckskin or leather.
 3. Contrasting colors can be very interesting.

PROJECT

1. Materials
 - a. 1 6-inch square of leather, soft buckskin, or canvas
 - b. bead needles
 - c. 1 string of beads
 - d. 1 piece of graph paper
 - e. beeswax and thread
 - f. carbon paper
2. Procedure
 - a. Take piece of graph paper; after discussing designs, make one floral and one geometric pattern. Keep them simple and small.
 - b. Transfer these to leather with carbon paper.
 - c. Take thread, wax it, and thread it on needle.
 - d. Take some beads from the string and using the lazy-squaw stitch, try one of your favorite designs.
 - e. Also try applique stitch and loom beading if time allows.
3. Refer group to illustrations in *Boys' Life* Reprint BL-84 for further ideas and details on beadwork.

CAMPFIRE TECHNIQUES AND PLANNING (W-7)

WORKSHOP PROJECT NO. 1

1. Make an opening statement on the purpose of campfires.
2. Then assign the following project: Take one of your blank sheets of paper and plan a 45-

to 60-minute campfire. Allow 5 to 10 minutes to complete, then have group turn them in.

3. Discuss some of their plans and then the following outline.

I. Success or failure - it depends on you as campfire master.

- A. Schedule or program - remember that you are working with boys, mostly younger boys who want to take an active part.
1. Songs:
 - a. Number and type of songs
 - b. When to sing
 2. Skits:
 - a. Never refuse a skit for lack of time after it has been prepared and approved.
 - b. When do you use them?
 - c. What types of skits can be used?
 - d. Use good taste and judgment in skit content.
- B. Does the campfire have a particular purpose or theme, or is it a general one?

II. Arrangement of schedule is important to successful campfire.

- A. Start your campfire with a fast pace.
1. Dress up lighting the campfire
 2. Use "ice breakers"
 3. Start with fast, snappy songs
 4. Get and keep the audience at your pace
- B. Keep your program moving - break up the action.
- C. Watch type and amount of material used.
- D. As campfire master you must have control of audience.
- E. Toward the end start slowing pace.
1. Use quieter tone
 2. Sing slow songs as fire goes down
 3. Stories should connect with local history if possible
 4. Have Scoutmaster's Minute or challenge
 5. End program as the fire burns out
 6. Plan dismissal - solemn
 7. Scouts should leave in silence

III. Be prepared for unexpected occurrences.

- A. Weather.

B. Time.

C. Leadership not cooperating.

D. Program begins to drag.

E. Interruption to proceedings that distract attention.

F. The Scouts themselves:

1. Restlessness - losing attention or bored
2. Impromptu comments or catcalls
3. Off-color material
4. Talking in the audience

G. Other occurrences.

IV. Other elements in running a campfire

A. The fire and its physical needs:

1. Type of council ring must be considered - type of site, seating, etc.
2. Decide on type of fire to be used - such as log cabin, tepee, crisscross, etc.
3. "Gimmick" lighting - can be effective if done properly; safety must be considered
4. Large or small fire - size of group must be considered
5. Location of fire - have in safe, open place
6. Additional wood supply - have nearby, readily accessible without delay
7. Safety precautions - *mandatory*; storage of fuels, water, sand, etc.

B. Leading songs:

1. Use familiar songs or be able to teach new ones quickly and easily
2. Know how to use your hands
3. Run on and off - don't "just stand there!"
4. Smile and be enthusiastic
5. Mouth the words and sing loudly
6. Know many different types - or be able to call on other people who can and do lead songs

C. Personality and enthusiasm help the campfire master in:

1. Running acts
2. Keeping things moving
3. Leading clapping or other applause
4. Complimenting actors and using troop numbers

D. Be able to improvise, fill-in "dead" spots, and cover up any awkward moments.

WORKSHOP PROJECT NO. 2

1. After discussing all of the above take your second sheet of paper and develop another campfire either as a group or individually.
2. Try leading a number of songs taking into consideration some of the points brought out.
3. If you have time divide into two groups, develop a campfire and put it on for the other half of the group – then reverse the process. Practice what you have learned, and remember if you can do it in this small group you can really do it in your troop or camp.
4. Tell a story if time allows.
5. Remember that Order of the Arrow and Indian costuming can really perk up your campfire.
6. Discuss how you can really put over a point if you can do something patriotic or inspirational.
7. There are countless books filled with campfire ideas, but don't be afraid to use your imagination.
8. Finally, as the leader – remember you can make or break a campfire. It depends on you, so go to it!

Note: For additional campfire references, see list with Like-Interest Group L-6, "Scout Show Techniques," beginning on page 46.

The following pages are reprinted from *Camp Program*, No. 12002, Boy Scouts of America – Chapter 21 "Campfires, Music, and Singing," pages 98-102. The "Types of Council Rings" sheet is available from the national Camping and Conservation Service.

CAMPFIRES, MUSIC, AND SINGING

Some of the most memorable hours in camping are spent around a campfire. The group may number in the hundreds at an intertroop campfire, or it may be just a dozen Scouts and their leaders gathered informally in the firelight of their troop camp. On certain occasions even the patrol may have its own campfire on a patrol site. However it is organized, boys never seem to tire of the magic of firelight at night.

WHY HAVE A CAMPFIRE?

To be truly successful a campfire must be more than just a program around a leaping fire. It must have pur-

pose, direction—a definite idea of where it is going and what it is trying to accomplish.

Let's list the purposes behind the campfire program.

Fun—Enjoyment for all concerned.

Entertainment—Where we give enjoyment to someone else—a parents' night, for instance.

Fellowship—Deeper than just "fun." Here we bring our group closer together.

Action—A steam "letter offer"—physical contests and vigorous games!

Adventure—Sharing someone else's high adventure—or making our own!

Education—Learning and teaching new skills.

Inspiration—Character building.

Leadership Development—A boy-led activity.

Obviously, these purposes will never be separate and distinct. A single campfire may contain three or four of them. But a main purpose must always be dominant.

KINDS OF CAMPFIRES

To accomplish our purpose we must choose the kind of campfire we want to use as a "means to our end." Again we have overlapping. A stunt campfire, for instance, can give us fun, entertainment, action, training, and leadership development. Here are some ideas:

Stunt campfire

Mystery campfire with surprises

Songfest campfire

Storytelling campfire

Indian campfire with perhaps the Order of the Arrow leading it

Parent or guest night campfire—fine for "selling" camp

Educational campfire with an imported "expert"—a naturalist or hikemaster

Troop court of honor or camp recognition type campfire

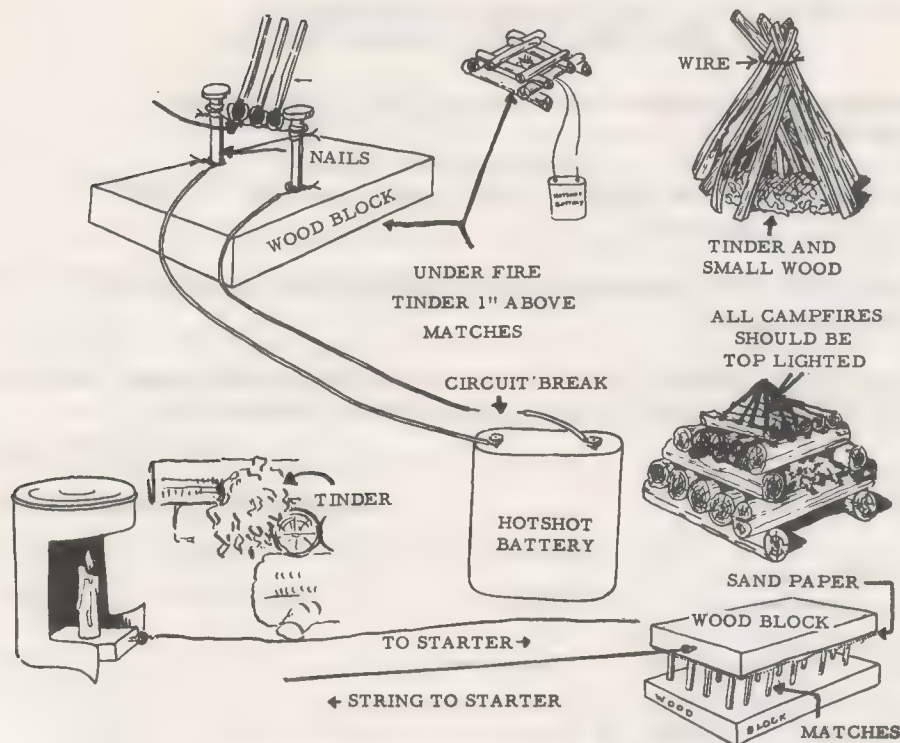
Inspirational campfire — a good storyteller or speaker. Perhaps a spiritual theme.

FOUR ELEMENTS OF GOOD CAMPFIRES

Stunts and skits — many types — humorous, historical, skill demonstration, and many more.

All skits and stunts should be screened by adult leadership before the campfire to be positive that they are in the best taste and highest traditions of Scouting. Staff can set a high standard on this.

SAFE CAMPFIRE STARTERS



DO NOT USE ACIDS OR EXPLOSIVES AT ANY TIME.

Songs—fast songs as fire is rising. Slower, quieter songs as fire dies down. Action songs, original songs, Scouting songs. Here again, no song of doubtful content or poor taste can be permitted at any campfire in any camp.

Stories—these can be a program highlight. True stories, historical, humorous, hero, travel and ghost stories. As to ghost stories, always take care to use good judgment and not frighten and “chill” younger, newer campers by a horror story at bedtime. Many boys are in the deep woods and away from home for an extended period for the first time. Stories that may create fear of the woods and camp areas should be avoided entirely or the end of such stories subdued.

Showmanship—the way the fire is lighted, the costumes of the performers, the special lighting, the element of surprise in the program all contribute to good showmanship. These take accurate planning but are well worth the effort.

GENERAL HINTS ON GOOD CAMPFIRES

March quietly and ceremoniously to the campfire area to control the crowd as they arrive. The program should be short and snappy. A long program can “kill” the evening. The program must be in writing, *always!*

The program should have variety and change of pace.

Discipline and common Scout courtesy must be observed.

Only one person at a time talks or performs. Don't start until this is established.

Intertroop and interpatrol games and contests can spark up interest. Keep score and announce winners. Inspiration is gained through the opening and closing ceremonies and the closing Scoutmaster's 5-minute talk.

A cheerleader can add fun and zest to the program. He leads cheers and yells after each major program presentation.

Some camps suggest a campfire theme for each camping period prior to camp. Thus troops, patrols, and boys can prepare costumes and props back home and much better shows will result.

Campfires are for and by boys. Many participants usually make for better campfires. Get lots of people into the act. The camp staff may perform at times but they usually avoid spotlighting themselves.

PLANNING THE CAMPFIRE PROGRAM

The following campfire planning sheet can be used for any size campfire. The leaders concerned must meet in a roundtable session to work out the program far in advance. This will permit time for rehearsals, securing props and costumes.

THE CAMPFIRE PROGRAM PLANNER

How to use this sheet: Be sure that every feature of this campfire program upholds Scouting's highest traditions.

1. In a campfire planning meeting, fill in the top of the "Campfire Program" sheet. (over).
2. On the "Campfire Program Planner" (below), list all units and individuals who will participate in the program.
3. From each get and write down the name, description and type of song, stunt or story they have planned.
4. The master-of-the-campfire organizes songs, stunts and stories in a good sequence considering timing, variety, smoothness, and showmanship.
5. M.C. makes out the campfire program sheet. (over)
6. Copies of the program are given to all participants.
See *Troop Activities*, No. 3501, page 162.

Cheer Planner	Spot

Song Planner	Spot

Campfire Program Planner			
Group Or Individual	Description	Type	Spot
Opening Closing Headliner Song leader Cheer leader	Main event		

CAMPFIRE PROGRAM

Place _____	Campers notified _____	Area set up by _____
Date _____	Campfire planning meeting _____	_____
Time _____	M.C. _____	Campfire built by _____
Camp director's approval: _____	Song leader _____	Fire put out by _____
_____	Cheerleader _____	Cleanup by _____

Spot	Title of Stunt, Song or Story	By _____	Time
1	Opening – and firelighting		
2	Greetings – introduction	M.C.	
3	Sing – Yell –		
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22	Closing –		

A good campfire is not just "put on." It is staged. Here are recommendations for types of campfires in summer camp.

Start with an intertroop get-acquainted campfire—a well-planned, typical campfire. Here the staff may set the pace and the tone for all campfires that follow. Here the staff stages a good skit or two, several good Scout songs, the traditional song of the camp. Introductions of leaders will play an important part. Finally a closing Scoutmaster's minute—a thought for the week ahead and a dramatic closing ceremony.

At least one opportunity should be available for a troop campfire led by the senior patrol leader and backed by the troop leader. The staff helps troop leadership plan this. Make it good!

If safety regulations permit it, patrols should select nearby sites and hold small patrol campfires. Here the troop leader visits each as honored guest and tells a story or yarn. All patrols may gather at one fire for a final story and closing. Thus, all programs end at the same time.

A final intertroop pep rally and recognition campfire could be held on the closing night. Each adult leader quickly reads off the advancements made during the camp period. Final tribute to all adult leaders and a modest recognition of the camp staff team.

Reference books on campfires.

Troop Activities, No. 3501

Boy Scout Songbook, No. 3226

Fun With Stunts—Effa Preston; T. S. Denison Company

Fun With Skits, Stunts and Stories—Helen and Larry Eisenburg

Complete Book of Campfire Programs—Thurston; Association Press

CAMP SONGS AND SINGING

People sing when they are happy. Boys in camps should be happy and therefore a camp is the right place for good singing.

Planning for group singing requires the person in charge to select songs to fit the occasion. He should also have extra songs ready for emergency use.

To get good singing in camp requires a few simple rules of thumb.

Always start with a song everyone knows.

Discourage tendency to strive for volume. Avoid yelling.

Don't overdo singing. Singing too much and too often defeats the purpose. At the close of the

singing session the campers should be as enthusiastic as at the start. Try sending them away singing as they go. Introduce new songs along with the well known. One new song is enough at any one session.

Locate campers who sing reasonably well and encourage them to give leadership.

Stimulate informal singing around the camp and on the trail.

(Insist on songs in good taste, no vulgarity or suggestive types are permitted.)

TEACHING A NEW SONG

Pitch it right.

Sing it once and encourage group to hum it.

It helps sometimes to sing the song slower than the usual tempo while teaching.

Use books or sheets only for formal singing. Do without them in the informal sessions. Don't teach new songs at large campfires or public functions.

It is usually easiest to teach the chorus first.

Use simple motion for beating time best suited to your use. Violent time beating or fast, jerky, nervous motions will detract from the effectiveness.

Develop a list of songs classified under the following headings:

- To generate enthusiasm —
- To provide action
- To build fellowship
- To use as a greeting
- To induce a quiet mood

Types to fit occasions —

- Assemblies
- Campfires
- Ceremonies
- Religious observance
- Informal periods such as on the trail, singing by tent groups.

INSTRUMENTAL MUSIC

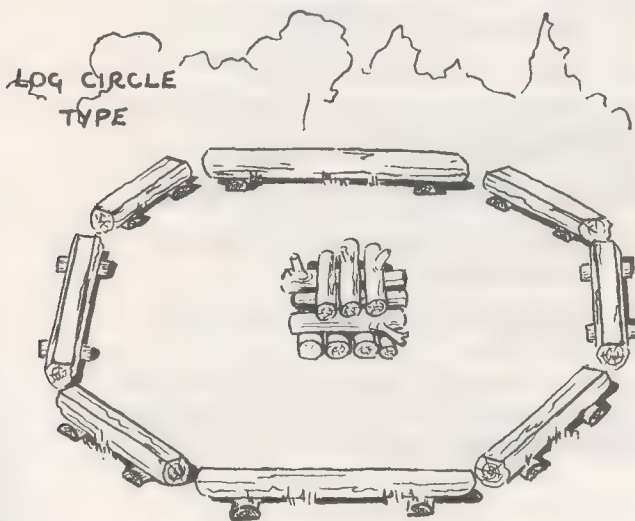
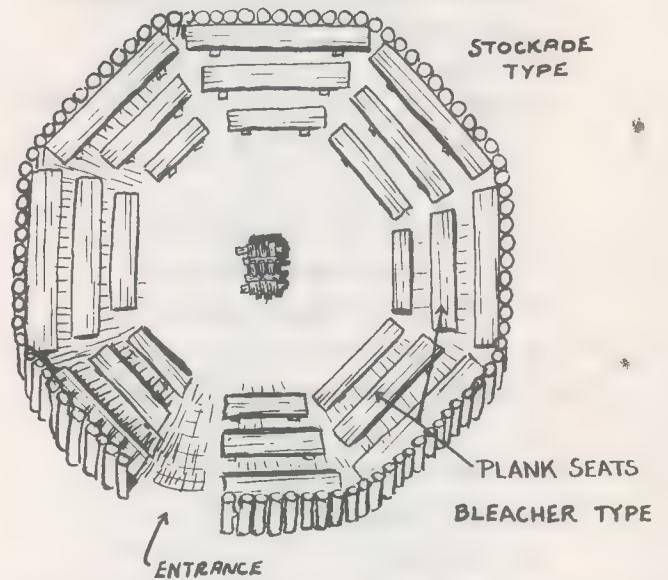
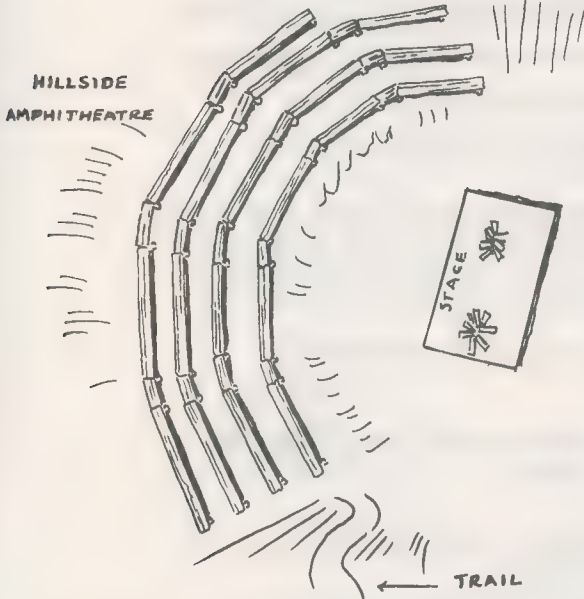
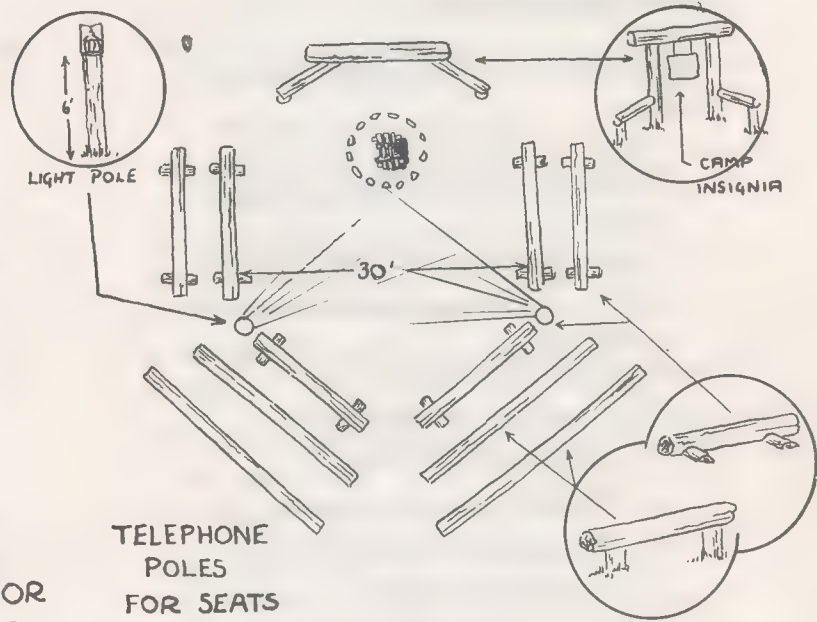
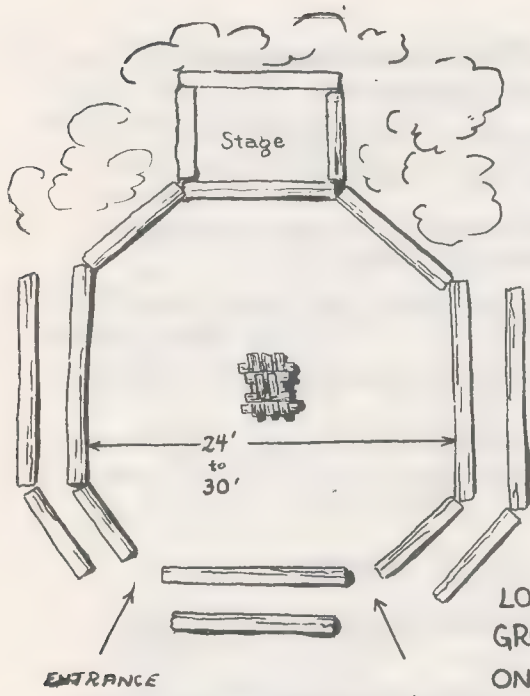
Encourage boys to bring a small instrument to camp such as a harmonica, banjo, guitar, or ukulele. Such instruments aid in group singing and provide variety in the music program.

Other instruments such as trumpets, flutes, violins, etc., are desirable if played well. Camp is not a good place to practice. Valuable instruments might be damaged if not stored in a special place in camp.

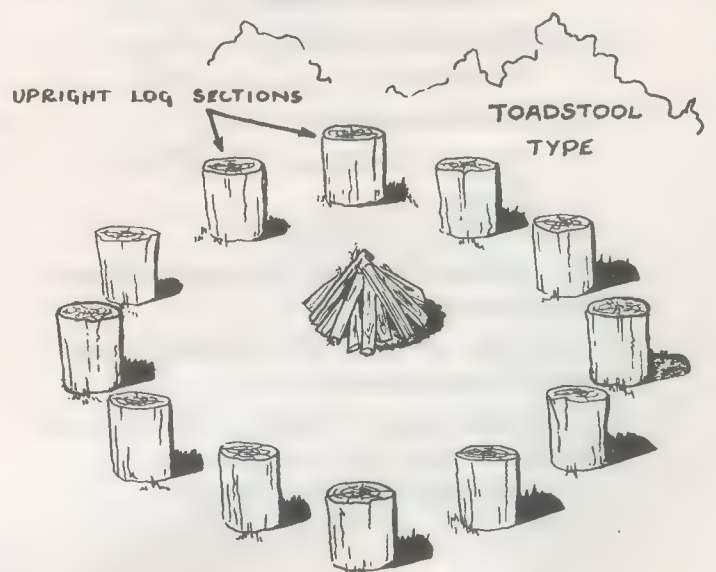
Special instrumental selections are desirable for campfire programs and religious observances.

In many camps where chaplain service is available, special singing groups are organized to give concerts.

TYPES OF COUNCIL RINGS



LOGS ON 1/2 LOGS ON GROUND



INDIAN MAKEUP (W-8)

- I. Indians painted their faces and bodies for several reasons.
 - A. Protection from sun, wind, and insects.
 - B. Membership in various political or religious groups.
 - C. To denote brave deeds of different warriors.
 - D. Merely personal decoration without any particular meaning.
- II. What were the Indian paints?
 - A. Paint sources were natural elements.
 1. Wood charcoal for black.
 2. Powdered copper ore for green.
 3. Clay bearing iron or oxide for red.
 4. Kaolin clay for white.
 - B. Dry coloring matter was carried in small buckskin bags and mixed with bear or buffalo fat before being rubbed on skin.
 - C. Meanings were not the same in all tribes; however, the following were generally accepted.
 1. Black represented death.
 2. Red was for human life.
 3. White showed peace or purity.
 4. Yellow represented joy.
 5. Blue was for sadness or trouble.
- III. Indian makeup today
 - A. Reasons for painting
 1. To imitate the Indians
 2. For theatrical effect
 3. For authenticity
 4. For color
 5. To complement costuming.
 - B. Arguments against makeup
 1. Time involved
 2. The mess it makes
 3. Bare skin shows through unevenly applied makeup
 4. Tendency to overdo the painting
 5. Difficulty to remove paint – especially from the body.
 - C. Body paint: Is it good to use body paint in light of the above arguments?
 - D. Best Indian makeup is a deep suntan, but substitutes are:
 1. Pancake or women's leg makeup

2. Theatrical makeup (grease paints).

- IV. How to apply makeup
 - A. First go over eyelids, work around eyes.
 - B. Then cover ears completely.
 - C. Work makeup well into edge of hairline, cover forehead, lower part of face.
 - D. Cover neck, parts of chest and shoulders or rest of body that show; also hands, arms, legs as necessary.
 - E. For accent, dab rouge on cheekbones and chin; blend edges.
 - F. Do not overpaint by putting too many symbols or markings on face or body – too much can detract.

PROJECT

1. Spend remaining time in show-and-do sessions.
2. Demonstrate how to apply makeup properly.
3. Everyone should try applying some makeup:
 - a. Each type of paint available
 - b. Urge them to come up with their own designs.
4. Be sure to leave enough time to clean up since the next session will want to use the equipment and the current group will wish to remove makeup before they leave.

NOTE: Refer to *Boys' Life* Reprint BL-84

PREPARING VISUAL AIDS FOR CAMPING PROMOTION (W-9)

- I. Purpose of visual aids is to get a point across in a more comprehensible manner
 - A. They are for the benefit of the audience.
 1. Should appeal to the audience
 2. Should mean something to them
 3. Should be detailed enough to get point across.
 - B. They visually spell out your message.
 - C. They are in addition to your own enthusiasm
 1. Coupled with your presentation they will awaken interest
 2. Your enthusiasm will be "caught" by the audience.
 - D. If joined with sound, visual aids take on the full dimension of audiovisual assistance to a talk, display, or demonstration.

II. Visual aids for camping promotion should be considered in light of the proposed audience – Boy Scouts, Explorers, and their leaders.

A. Key the type of audiovisuals to them as applicable in the particular situation

1. Is it a general talk about camping or urging them to attend Camp Arrowman specifically?
2. Is the occasion a demonstration on safe camping techniques?
3. Are you setting up a display or exhibit?
 - a. Where is it – in a troop room, at a Scout show, at camp?
 - b. What is it – a general exhibit or a specific one?
 - c. Who is to see it – boys, leaders, parents?

B. What kind of audiovisual aids are available to you to accomplish your purpose?

1. What will be used in your presentation or in your display and how?
2. Sound and music
 - a. Will you need microphones, speakers?
 - b. Is a tape or record of narration or music to be made?
3. Models of a camp or camping equipment or actual equipment
4. Literature
 - a. Books
 - b. Brochures
 - c. Forms
 - d. Photographs
 - e. Scrapbooks, etc.
5. Posters, background art, charts, etc.
 - a. Are they to be used separately as promotion?
 - b. Only at point of impact?
 - c. Or for both purposes?
6. Lighting
 - a. Do you need general overall lighting?
 - b. Do you need special lighting – such as spotlights, colored lights, etc.?
7. If it is a demonstration, do you need any special tools, equipment, facilities?
8. Do you need any special equipment such as booths, tables, screens, etc.?
9. Is any construction needed?

C. What can be accomplished by using audiovisual aids?

1. Color and excitement can be added to the project

2. Inspiration and enthusiasm can result
3. Music, action, movement can make the situation more appealing
4. Boy interest can be awakened
5. Desire for the product – outdoor camping, hiking, living – can be instilled
6. What will be the results: more boys will become outdoorsmen and more Scout units will participate in camping.

III. How to gather, set up, and use audiovisual aids for best results.

A. Know different kinds and construction of audiovisual aids.

1. Know how to use them in the best manner
2. Remember to use your *imagination* – think!
3. BUT: do not let aids become too “gimmicky” or a means unto themselves!
4. Know how to use them properly
 - a. Don’t “bumble” your way through using them
 - b. Rehearse your presentation in advance.

B. Consider location of presentation.

1. Will it be satisfactory for entire duration? (such as a booth at a Scout show or at the local council office)
2. Will you have to move it from place to place?
3. What are the physical arrangements?
 - a. What do you need for successful presentation?
 - b. What is available where you make it?
4. Do you need any special facilities? If so, notify those in charge of your camping promotion presentation well *in advance*.

C. Decide points you want to emphasize.

1. Collect necessary material for promoting your idea.
2. Lay it out, keeping in mind that everything must flow.

IV. How to use various types of audiovisual aids.

A. Displays, either fixed or movable variety

1. If it is on a bulletin board, use color, large print, and pictures
2. If it is a table display vary levels of your material; cover table
3. Remember that the setting of your displays has a lot to do with its effectiveness.

B. Film and slide shows combine color and action.

1. Extremely helpful in promoting Scout camping to boys as well as adults
 2. Write script first, then take film or slides to illustrate it
 3. Devote time to the script – can make or break your show
 4. Tape or record script to play as film or slides are shown
 5. Try to use some sound effects.
- C. Charts and graphs are good – if used correctly.
1. Are they simple enough to understand?
 2. Are they self-explanatory?
 3. Are the illustrations large enough to see?
 4. Are they effective in augmenting your talk?
 5. Are they really necessary, or can the data be presented in another manner?
- D. Pictures and photographs can emphasize points well.
1. Should be colorful
 2. Need to be large enough to see
 3. Keep them simple—do not have too much detail or too many different parts
 4. Photographs in particular must be clear
 5. Make sure they show action and fun and appeal to boys.
- E. Demonstrations of how-to-do something are good to emphasize a point.
1. Can be used to show camp fun or a process to be learned at camp
 2. Make sure demonstration doesn't coverup for inadequacy on your part
 3. Be sure demonstration is properly performed
 4. Keep it simple.
 5. Be sure to catch audience interest and enthusiasm
 6. Try to make audience part of demonstration
 7. Have proper materials available to do the job.
- F. Skits can be very helpful in getting a point across.
1. Try to have them done by boys
 2. Props should be simple and easily carried
 3. Keep skits to the point and in good taste.
- G. Models help with visual presentation
1. Should be large enough to be easily seen and understood
 2. Should be simple and accurate in construction
 3. Should really tell the story you want, not just be for looks and atmosphere.
- H. Records or tapes can be made and distributed for playing at unit meetings—or in conjunction with types of camping promotion as herein discussed.
- I. Audiovisual aids are for the listeners' benefit not for the speaker's.
1. Audiovisuals should move a speech forward, not distract from it
 2. They should be integrated in terms of the total presentation, not just for the reason of having them.
 3. The audiovisual aids are not the presentation itself; they are part of it, coupled with your material and enthusiasm
 4. Aids should help create interest - a presentation is better off with no aids if they kill audience interest, and the speaker is better off having good verbal material.
- V. Things to consider in preparing any visual aid.
- A. Appeal to the audience by using color.
 - B. Make lettering large enough to see and read at necessary distance.
 - C. Keep aid simple – not complex.
 - D. Consider desired effect and make visual aid to meet that end.
 - E. Use action when suitable.
 - F. Appeal to specific audience with which you are working.
 - G. Use sound whenever possible.
 - H. Don't "throw" audiovisual aids together on the spur of the moment.
 - I. Be accurate in preparation and use of aids.
 - J. Make aids easily transportable.
- VI. When to use audiovisual aids.
- A. Only when they add something to your presentation.
 - B. Only when they will awaken audience interest without covering up your material.
 - C. An audience expects an interesting presentation – give it to them!

PROJECT

1. Break up into two groups and in 10 or 15 minutes come up with some sort of camping promotion program for "Camp Arrowman" Tell group to use its imagination for the material and presentation and to give it all the enthusiasm they have. Each group is to use at least one audio-

visual aid of some sort. Presentations are to be interesting and about 5 or 6 minutes long. Use materials available.

2. At the end of the work session each group will present their promotion program to the entire workshop. They can do it as a group or elect someone to do it.

LIKE-INTEREST GROUPS

PUBLIC RELATIONS IN ORDER OF THE ARROW (L-I)

- I. Purpose of public relations is to inform our several publics about the Order of the Arrow.
 - A. Order of the Arrow members.
 - B. All Scouts and Explorers.
 - C. Scouters.
 - D. Friends of Scouting.
 - E. Parents of boys in Scouting.
 - F. The general public.
- II. Points about informing news media – newspapers, radio, television.
 - A. Give information releases to media before activities, instead of after them.
 - B. Try to have a Scout or professional reporter at activities.
 - C. Stick to basic facts if advance release or news article is written by Scout:
 1. Answer the who, what, when, where, why, and how in opening paragraph
 2. Take or provide good photographs with proper identification.
 - D. Form a public relations committee in your lodge.
- III. Methods of publicizing activities within the lodge.
 - A. Word-of-mouth and telephone committee.
 1. May be effective and the only method needed in very small lodges
 2. Can be effective as a reminder in larger lodges
 3. Can be good way to recruit personnel.
 - B. Letters or cards
 1. Good to use as reminders between lodge bulletins

2. Can serve as last-minute reminders about activities.

C. Bulletins

1. Most effective method of continuing communications between lodge and members
2. Can include publicity of coming events, report on past activities, inspirational articles, and editorial type articles.

IV. Development of lodge bulletins can aid public relations.

A. Matters to consider in planning bulletins

1. Finances determine size and frequency
2. Methods of duplication
3. Quantity to be run
4. Methods of distribution.

B. Types of articles

1. Publicity for upcoming events
 - a. Sell the activity
 - b. Cover the who, what, where, when, why, and how much
2. Editorials – usually the last article read can serve as medium for inspiration
3. Local Indian lore
4. National Order of the Arrow
5. Chapter activities
 - a. Make use of chapter correspondents
 - b. Try separate articles for each chapter
6. General Scouting information about such subjects as council activities, Philmont Scout Ranch and Explorer Base, new publications, new policies, etc.

C. An editor and staff are needed

1. To check and rewrite articles for length, content, spelling, and grammar

2. To prepare layout, headlines, masthead, white space, and select pictures, sketches, and cartoons
3. To make the paste-up for printing
4. For proofreading to prepare the bulletin for distribution.

PROJECT

1. Discuss how a lodge can deal with newspapers, radio, and television as to what kinds of news are likely to be covered.
2. Discuss lodge relationships with the local council office.
3. Discuss how public relations can help the lodge gain any assistance they need.
4. Have group try their hands at writing:
 - a. An advance news release of an activity
 - b. A news story on an event which just happened.
(Use the present conference for source of information.)
5. Have several members read their papers and have group criticize.

CONSERVATION PROJECTS (L-2)

References:

American Resources; J. Russell Whitaker and Edward Ackerman; Harcourt and Brace.

Boy Scout Handbook; Boy Scouts of America.

Conserving America's Resources; R.L. Parson; Prentice-Hall.

Elements of Soil Conservation; Hugh Hammond Bennett; Prentice-Hall.

Essentials of Forestry Practice; Charles H. Stoddard; Ronald Press.

Fieldbook; Boy Scouts of America.

Practice of Wildlife Conservation; L.W. Wing; John Wiley and Sons.

I. Introduce the conservation problem.

A. Mention some old problems such as:

1. Soil erosion
2. Flood prevention and control
3. Forest fire prevention
4. Forest management
5. Water pollution

6. Depletion of minerals and other natural resources.

B. Next include new problems:

1. Air pollution
2. Beauty and open-space problems
3. Problems of city living
 - a. Urban renewal
 - b. Life in suburbia
4. Urban areas expanding into rural areas.

II. To establish a conservation program, the problem has to be isolated.

A. Determine needs of the locality.

B. Decide on specific area of attack.

C. Plan the approach to the problem.

1. Find resource material such as books, reports, movies, etc.
2. Get expert assistance
3. Lay out the plan

D. Carry through the details of the program.

E. Evaluate the activity.

III. Where you can get help for conservation projects.

A. Federal agencies and programs:

1. For assistance from Federal Extension Service, Soil Conservation Service, and the Forestry Service contact the U.S. Department of Agriculture, Washington, D.C. 20250.
2. For assistance from Fish and Wildlife Service, Bureau of Land Management, Bureau of Reclamation, Geological Survey, or the National Park Service contact the U.S. Department of Interior, Washington, D.C. 20240.
3. For city-life and urban-renewal information contact the U.S. Department of Housing and Urban Development, Washington, D.C. 20410.

B. Resources available through the Boy Scouts of America, New Brunswick, N.J. 08903, include:

1. Merit badge pamphlets for Botany, Conservation of Natural Resources, Forestry, Landscape Architecture, Soil and Water Conservation, Wildlife Management, and other related conservation fields.
2. *Boys' Life* reprints
3. Assistance from Camping and Conservation Service.

C. National Groups concerned with conservation include:

1. National Audubon Society, 1130 Fifth Avenue, New York, N.Y. 10028

2. Izaak Walton League of America, 1326 Waukegan Road, Glenview, Ill. 60025
 3. Garden Club of America, 298 Madison Avenue, New York, N.Y. 10017
 4. Wilderness Society, 2144 P Street, NW., Washington, D.C. 20036
 5. National Wildlife Federation, 1412 16th Street, NW., Washington, D.C. 20036
- D. For local and State agencies, check your local telephone directory under the names of the U.S., State, county, township, or city governments to find the appropriate agency.

IV. Some conservation activities for Order of the Arrow include:

- A. Subscribing to and living by the Outdoor Code, *Boy Scout Handbook*, page 82.
- B. Keeping aware of current conservation needs and proposed legislation.
- C. Making others conservation conscious.
- D. Devoting meetings to special conservation programs.
- E. Cleaning a section of highway and roadside.
- F. Developing and maintaining conservation, nature, and hiking trails at local council Scout camps, community parks, etc.
- G. Cleaning neighborhood lots.
- H. Cleaning a beach or other waterfront area in the spring.
- I. Planting seedlings
 1. For reforestation project
 2. In burned-over areas .
- J. Build brush or Christmas tree dams in gullies.
- K. Assist State game or fishery services in:
 1. Tagging wild animals
 2. Stocking streams
 3. Moving wildlife from one area to another .
- L. Assist local bird club in bird count and/or banding .
- M. Undertake a public conservation-awareness campaign.
- N. Sponsor a conservation fair, exhibit, or store-window display.
- O. Gain news media support for conservation activities and provide them with conservation articles.
- P. Take field trips to discover good and bad conservation practices:
 1. Local industries
 2. Abandoned farms

3. Farms where good conservation has been practiced
4. Community parks
5. Strip or pit mines
6. Local woodlots, watersheds, etc.

Q. Landscape and maintain buildings at camp .

R. Develop shelters for wildlife:

1. Nesting boxes
2. Dams
3. Brush piles
4. Underwater stone piles.

S. Organize or participate in a conservation camp or workshop.

T. Undertake management of several acres of land at camp or elsewhere to demonstrate forestry and/ or wildlife management.

U. Make a timber cruise of a woodlot.

V. Clean up spring or stream to provide water for wildlife.

SAMPLES OF ORDER OF THE ARROW CONSERVATION PROJECTS

Topographical Map of Pond or Lake (or Part of Large Lake, Cove, Bay)

Check to see if a similar study of your Scout camp lake has been made by the fish and game fisheries division of your State conservation department. Get their recommendation before starting.

Draw an aerial map of the lake to scale; use aerial photos or maps, if available.

Measure depths at 10-foot intervals from shore to shore through center of lake. Plot depths on map by moving parallel to shoreline approximately 20 to 50 feet (depending on size of lake) and repeating at 10-foot intervals to right and left of your first recording until entire lake is plotted. Connect like depths until you develop a contour completely around body of water you are mapping. This method is good in the winter when water is frozen and safe to walk on, as well as by boat at other times of year.

Another method is to follow a depth completely around body of water at certain intervals and parallel to shoreline. Plot this on your map. Move approximately 10 feet closer to center of the lake and repeat. Distances between each contour and between contours and the shore will have to be estimated as accurately as possible.

Be sure to locate and mark on map anything of interest such as brush piles, weed beds, deep holes, springs, stumps or logs, etc.

The finished study could be in three parts: two cross sections through center of lake, one running lengthwise and one across the width; aerial topographic map showing depth contours and items of interest; and a brief description of the biology of lake.

Management of a Marked Forest Plot

Contact a Federal, State, or commercial forester or other forest-management person and get his advice and assistance in developing the following camp project.

Management of a forested area depends on species or composition, age and density of stand, practices applicable to a given area, and the section of the country. These will determine use for which forest plot can be managed – for demonstration purposes, recreational area, watershed, pulp, poles and posts, timberland.

As an educational or demonstration plot, the size of the area to be managed can be from $\frac{1}{4}$ to 1 acre. It should be delineated and individual trees numbered or marked. The forester will also indicate those trees to be removed.

A written management plan for the plot should be made.

Certain measurements can be taken annually to show results of good management practices, such as height and diameter compared to adjacent unmanaged areas. A key of the plot can be made by listing the number of each tree in the plot, which identifies and lists facts about it.

A sign marking the plot should be placed in front of it.

The management area can be used by Scout units to learn forestry fundamentals, perhaps with a guide service on weekends. Additional exhibits can be added in the area such as: large cross sections of trees showing age and dry and wet years, samples of wood of local trees, forest fire prevention, display of forest products, etc.

From time to time there will be work to be done in the plot such as cleanup, tree removal, renumbering trees, updating the key, marking, etc.

Vegetation Control Along Roadsides

Get assistance for this camp project from the soil conservation service, county agent, college botanist or ecologist, or the State conservation department. Check camp conservation plans and contact the council camping and activities committee and camp director before beginning.

Roads entering and going through camp need vegetation control along their roadsides. Many times these areas are overgrown with undesirable weeds, shrubs, and trees that encroach on the road. Roadbanks are often steep and eroding – void of any vegetation.

Consulting with a specialist is the first step before drawing up a roadside-management plan over the period of time necessary to get the job done.

An ideal vegetation control plan for roadsides would be pavement to grass to low shrubs to high shrubs to trees. It would be desirable to use existing vegetation that fits into the plan. Undesirable trees and shrubs should be removed and new shrubs should be chosen to provide wild-life food.

Other situations you might encounter could be erosion control, laying back steep banks; grass or legume plugging or seeding of banks; tree removal; brush clearing; drainage problems; and the need for fertilizer and lime.

Landscape Camp Entrance

The first impression of a camp is its entrance. It should be simple and blend in with the camp design and natural surroundings. Many times shrub and tree planting, soil improvement, and other landscaping techniques will help make an attractive camp entrance.

The council camping and activities committee and the director of camping or camp director will probably have a design or plan for a camp entrance recommended by the Engineering Service of the Boy Scouts of America. Your project will be landscaping the camp entrance according to this plan. If such a design does not exist, one may be obtained or may be created locally – perhaps by your lodge, with council approval.

A nurseryman can recommend species of trees and shrubs to buy or transplant, as well as approximate sizes and where they should go.

Be sure soil is properly conditioned before planting, with lime or fertilizer, and mulched after planting if necessary. Plantings should blend in with the natural surroundings. During the first few years plantings will need frequent care.

Erosion Control on Trails

Make a complete survey of all trails in camp for erosion problems. Map them from an aerial survey or camp map and indicate those that should be worked upon first.

Some trails will probably need to be closed and re-located along new routes. Eliminate trails which duplicate one another; i.e., many trails leave an area like the spokes of a wheel and later rejoin and go to the same place.

Many techniques are used for erosion control on trails – layout trail contour diversions, step-downs, mulching, closing off trails with brush at entrance; sometimes grass seeding, shrub, or seedling plantings can be made in abandoned trails. It is good to erect signs at closed trails to tell that they were abandoned for conservation reasons.

The Soil Conservation Service will help in develop-

ing master conservation plans for camp trails, recommending structures if necessary, and showing how to carry out plans.

Erosion Control at Waterfront

The Soil Conservation Service can help prepare a waterfront erosion-control project, including any major structures on earth manipulation which should be done. The camp director and camping and activities committee should be consulted.

Waterfront erosion problems differ in every camp and need individual investigation, planning, and work. Some may be major projects requiring heavy machinery. Others may be simple projects such as: retaining walls, diversions, grass- or legume-seeding or plugging, application of fertilizer or lime, riprap to reduce wave action, relocation of path on contour, steps leading to waterfront.

Landscape Major Buildings

Take a survey of camp buildings and structures and indicate them on a map. Start with major buildings first and determine degree of landscaping needed.

Consult with the Soil Conservation Service, county agent, and nurserymen. In many instances paths will have to be established and others closed off; compaction and sheet erosion will have to be "cured" around some buildings, others might need gutters, downspouts, or drainage; grading may be needed in dense areas where grass will not grow; some areas will need fertilizing or liming; grass seeding on all bare areas will be a necessity.

First consideration, then, is ground treatment; next is selection and planting of trees and shrubs around buildings. A nurseryman can help select the right species of trees or shrubs including some that can be transplanted. Allow plantings to blend with their natural surroundings.

Build a Nature Trail

A camp nature trail should be approximately ¼- to ½-mile long. It should be contained within a single nature community such as a dry woodland, swamp or marsh area, open meadow, desert, etc. The trail should be laid out to help fulfill Second Class and First Class nature requirements. Start and finish of the trail should be fairly close together, with the trail in a horse-shoe or loop, if possible, to eliminate backtracking. It can be built along an existing trail if it fulfills the above requirements.

Trail signs should do more than identify vegetation—they should tell the ecology of the area; i.e., relationships to other plants, the soil, animals, man, the environment. Suggestions for making signs can be found in the *Camp Program* manual, No. 12002. There are also hints about

constructing interesting nature trails in that publication from the Boy Scouts of America.

ALPHA PHI OMEGA (College Service Fraternity) (L-3)

References: "Your Chance To Help," *Pledge Manual*, *Manual of Administration of Alpha Phi Omega*

- I. Purposes and principles
- II. History
- III. Program is twofold
 - A. Service to community, campus, chapter, and the Nation
 - B. Fellowship and training events, which include chapter activities, sectional conferences, and national conventions
- IV. Organization
 - A. Local chapter – officers and advisers
 - B. National fraternity – its organization and services
- V. Membership requirements and how members are selected
 - A. Costs of membership
 - B. Pledging – its purpose; prohibition of hazing
 - C. Formation of new chapters

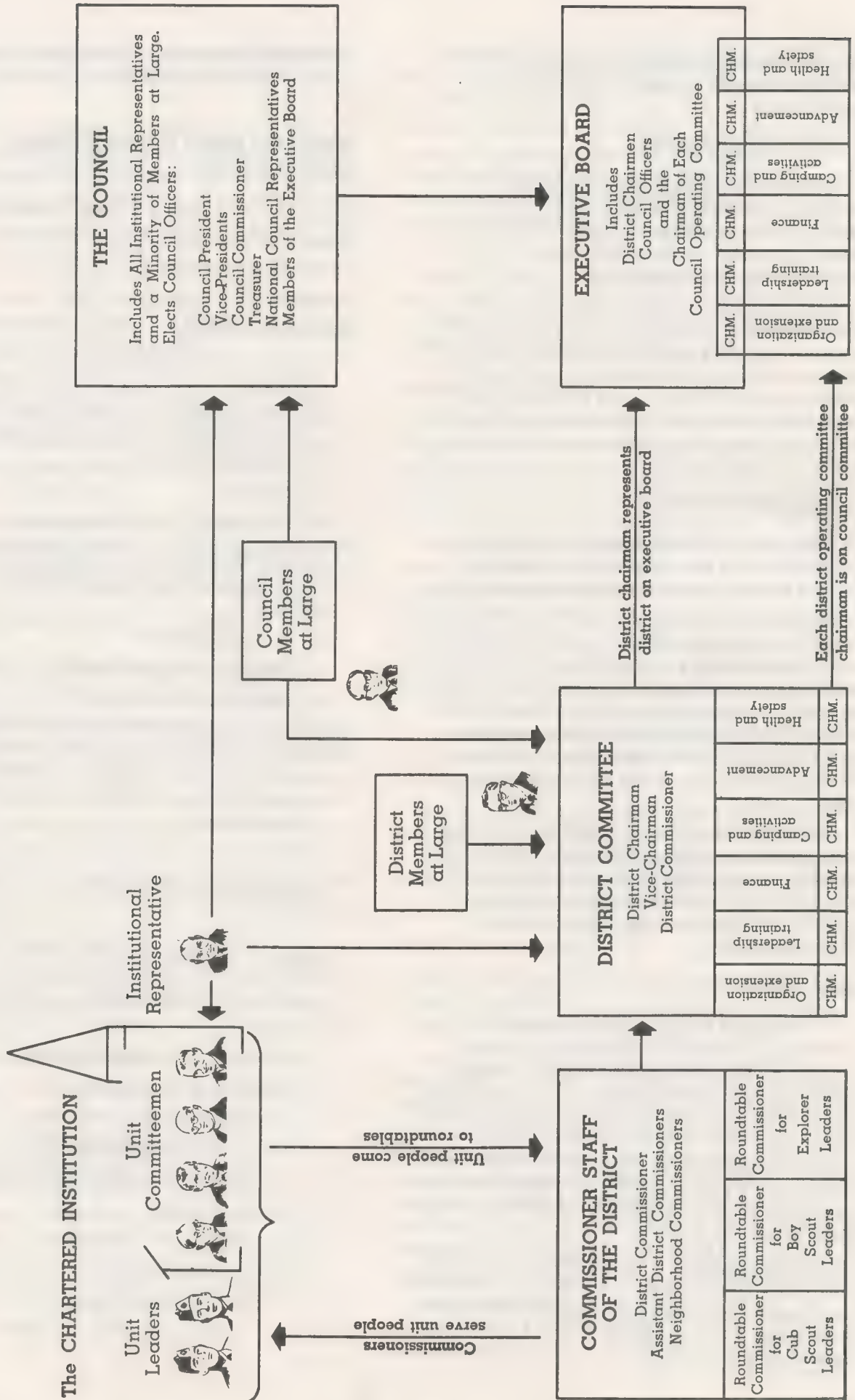
(NOTE: The purpose of this like-interest group is to inform college-bound Arrowmen—and those already in college—of the ideals and purposes of Alpha Phi Omega. It can serve as a valuable "rush" activity for every chapter in the country.)

PROFESSIONAL SCOUTING AS A CAREER (L-4)

References: "Your Life Job," No. 30-125, "Your Invitation to a Career," No. 30-115; *Scouting Magazine* reprint "On the Job... With a District Scout Executive," No. 30-120

- I. The challenge of professional Scouting
 - A. Basic jobs at local council level
 1. Organizing new units
 2. Selling institutions on Scouting
 3. Assisting in recruiting leaders and boys
 4. Serving units
 5. Training boys and leaders
 6. Interunit activities
 7. Inspiration to others
 8. Special assistance to unit leaders

A SKETCH OF THE COUNCIL AND DISTRICT ORGANIZATION



9. Help with camping program
 10. Help promote Scouting locally
- B. Jobs at regional and national levels
1. Program development
 2. Specialized services such as engineering, camping, and conservation advice, fund-raising assistance
 3. Program tools – handbooks, periodicals, audiovisual aids, promotion
 4. Research and administrative procedures
 5. Developing equipment and supplies
 6. Assisting local councils in their programs
- II. Getting the job done through career Scouting
- A. Organization of the professional career service of the Boy Scouts of America
 - B. Specific duties of the district Scout executive
 - C. Working with adults to carry out the program
 - D. Administering special assignments, such as summer Scout camp
- III. Benefits of being a professional Scouter
- A. Compensation based upon personal merit
 - B. Advancement opportunities
 - C. “Fringe” benefits – insurance, hospitalization, car allowance, etc.
 - D. Personal and family satisfactions
 - E. Status in the community
 - F. Varied program of challenging work and working conditions
- IV. How you can start along the trail to professional Scouting?
- A. Requirements
 1. College degree
 2. Age
 3. Health
 4. Adherence to the Scout Oath or Promise and Law
 - B. Application procedure
 - C. The “Preview Program”
 - D. Continuing training opportunities

- E. Contact your local Scout executive for full details

(NOTE: The recruiting filmstrip “Choice of a Lifetime” will be used in this group. It runs about 9 minutes and is available from local council offices if group members wish to show it at home.)

VOLUNTEER OPPORTUNITIES IN SCOUTING (L-5)

- I. Introduction
- A. Place of volunteers in Scouting
 - B. Need for more volunteers
 - C. Training and travel opportunities
- II. The unit in Scouting – a brief summary
- A. Unit leader’s job
 - B. Chartered institution
 - C. Unit committee
 - D. Relation to other units
- III. Council and district organization
- A. Explain purpose and roles of same
 - B. Show the chart “A Sketch of the Council and District Organization,” No. 4191; briefly describe each individual or group.
 - C. Relate each job to the unit and to district and council
- IV. Describe setup of regional and national organization
- V. It is an objective of the “Onward Arrowmen Plan” to continue as Boy Scouts or Explorers today and as Scouters tomorrow
- A. The idea is “Once a Scout, always a Scout.”
 - B. Future leaders of Scouting are members right now;
 1. In Cub Scouting, Boy Scouting, or Exploring
 2. Possibly in the Order of the Arrow
 - C. Volunteer service in Scouting is one of the most worthwhile examples of good citizenship
 1. All who have had the benefit of Scouting owe it to future generations to be sure that boys of tomorrow can still take part in Scouting.
 2. It is also personally rewarding service.



SCOUT SHOW TECHNIQUES (L-6)

References:

Boy Scout Songbook, No. 3226; Boy Scouts of America.

Gilwell Camp Fire Book, The; John Thurman and Rex Hazlewood; C. Arthur Pearson Ltd., London. (Available in hard cover or paperback "Rucsac" edition.)

Scout Show Guidelines, No. 3704; Boy Scouts of America.

Second Gilwell Camp Fire Book, The; Thurman and Hazlewood; C. Arthur Pearson Ltd., London.

Trail and Camp-Fire Stories; Julia M. Seton; Willing Publishing Co.

Treasury of Memory-Making Campfires; Allan A. MacFarlan; Association Press.

Troop Activities, No. 3501; Boy Scouts of America.

I. Techniques of showmanship are necessary

- A. Whether for large public events or those in your own unit
- B. Either type needs careful advance planning

II. Purposes of Scout shows and public campfires

- A. To provide colorful experiences for all boy members
- B. To provide good unit programing while preparing for shows

C. To gain support for Scouting

D. Scout shows and campfires also serve to:

1. Reward achievement
2. Entertain fellow Scouts and Scouters
3. Display Scouting to the public
4. Build Scout spirit

III. Leadership qualities necessary for all Scout activities

- A. Sense of purpose
- B. Pep, energy, enthusiasm
- C. Knowledge of subject
- D. Knowledge of program
- E. Ability to lead and see activities through

IV. General hints

- A. Principles of planning Scout activities apply to shows, campfires, etc.
- B. Planning pays off with successful productions
 1. Decide purposes of program
 2. Prepare rough script including timing and placing acts
 3. Write detailed final script
 4. Hold full rehearsal at least once, timing whole show

- C. Don't make it a "one-man show" by the director – assign others to set up physical arrangements, write acts, make "props", handle costumes, etc.
- D. Remember the audience in your planning
 - 1. Scout-age boys can sit 45-60 minutes – after that they may become restless
 - 2. Be aware of audience comfort
 - 3. Make sure program content holds audience interest

V. Putting on the show

- A. Use simple stage and acting techniques
 - 1. Stage presence – don't turn back on audience, etc.
 - 2. Visibility of action – consider size of audience; keep action "big"
 - 3. Audibility and good diction are essential
 - 4. Use effective lighting and sound equipment as needed
 - a. Spotlights, footlights, etc.
 - b. Background music, microphones, etc.
- B. Begin on time and end promptly

VI. Put these principles into action in your unit

- A. Campfires – follow the fire from lighting through to the glowing coals
 - 1. Plan your program in advance
 - 2. Start with lively songs, games, and skits
 - 3. Full attention should be given to leader who serves as campfire master
 - 4. Check program for the "Four S's"
 - a. Songs
 - b. Stunts
 - c. Stories
 - d. Showmanship
 - 5. Close on a quiet note as fire dies down with inspirational songs and stories
- B. Courts of honor
 - 1. Decide what is most important – rank or other awards
 - a. Make it the climax of court of honor
 - b. Build rest of program up to it
 - 2. Keep the program moving
 - a. Plan who will present what in advance, so that it does not drag while selecting someone
 - b. If a lag does occur, lead a familiar song or tell a *short* story or joke
 - 3. Have all awards available quickly – double check in advance

- 4. If speaker or skits to follow awards, make plans in advance
- 5. Remember to use inspirational opening and closing ceremonies
- 6. If possible rehearse entire program before parents arrive

C. Use special effects and props wisely

- 1. Campfires
 - a. Colored flame techniques
 - b. Trick firelighting techniques
- 2. Effective use of props
 - a. Use to suggest reality
 - b. Use simple construction techniques
- 3. Scenery can be used for effect – construction should be simple, easy
- 4. Lighting
 - a. Use to create special effects
 - b. Can accent important areas

(NOTE: See Workshop W-7, "Campfire Techniques and Planning", beginning on page 28, for further details and ideas for discussion.)

ORDER OF THE ARROW AREA TRAINING CONFERENCES (L-7)

Reference: Chapter 6, *Order of the Arrow Handbook*

I. Introduction

A. Purposes

- 1. Sharing ideas
- 2. Training officers
- 3. Fellowship, fun
- 4. Developing workable administrative ideas
- 5. Opportunity for young-man leadership on a bigger scale

B. Area organization

- 1. Geographical division
- 2. Officers:
 - a. Conference chief
 - b. Area leader
 - c. Conference vice-chief
 - d. Area adviser
 - e. Regional adviser

C. Relations to regional office, other lodges in area, and host lodge for conference should be on friendly, working basis.

II. Procedures for setting up area training conference

A. Planning – with area and host lodges

- B. Promotion
 - C. Setting fees
 - D. Duties of host lodges
 - E. Report to be presented
- III. Conference program
- A. Training
 - B. Discussion groups
 - C. Special lectures
 - D. Workshops
 - E. Displays
 - F. Camping fairs
 - G. Static displays
 - H. Fellowship
 - I. Ceremonies
 - J. Recreational activities

PLANNING AND CONDUCTING LODGE BANQUETS AND ANNUAL MEETINGS (L-8)

References: Pages 79-85; *Order of the Arrow Handbook*

- I. General principles of planning activities
- A. Order of the Arrow is part of local council program – not a separate organization.
 1. Activities should be limited, meaningful
 2. Calendar should be approved by council
 3. Details of all events should be planned on paper and approved by council and advisers
 - B. Essential ingredients for every Arrow event:
 1. Fellowship – to develop esprit de corps
 2. Ceremonies – opening, closing, calling out, induction, inauguration, etc.
 3. Training
 4. Service
 5. Duty to God
 - C. Promotion is essential
 1. Promote coming events at each activity
 2. Make use of lodge bulletins
 3. Make planning the promotion and publicity part of plans for every banquet or annual meeting
 - D. Use a theme to set tone and to help planners develop program
 - E. Your purpose is to provide best experience for those involved and make sure everything contributes to purpose
- II. Program-planning techniques – use committee method to:
- A. Divide tasks
 1. Committee decides general theme, content; reviews plans
 2. Individuals work out details
 3. Chairman coordinates everything
 - B. Planning committee represents entire lodge membership
 1. Makes sure event will appeal to as many members as possible
 2. Provides alternatives within program for different interests
 3. Coordinates planning of schedule for major events
 - C. Timing is vital – start banquet on time
 1. Don't try to crowd too much – better to have short, interesting program, than long, dull one
 2. Dinner meetings should last about 2 hours from start to finish
 3. Main speaker should have about 20 to 25 minutes
 4. Also keep other activities – skits, songs, awards, lodge business, etc. – brief
- III. Set up a planning calendar for the banquet or annual meeting
- A. Set up general guidelines – 3 to 4 months in advance
 - B. Finalize dates, times, place, costs, theme
 - C. Arrange for promotion and publicity – 2 months in advance
 - D. Work out program details – 1 to 2 months in advance
 1. Get approval of advisers
 2. Get those taking part lined up
 - E. Publicity out – 1 month in advance
 - F. Set plans in action to prepare for program – 1 month in advance
 - G. At banquet or meeting – relax and enjoy it
 1. You can't change flow of events once they start
 2. If anyone "fumbles," let them recover, if possible, before "sending him to the bench"
 3. Step in only if necessary
 - H. Afterward
 1. Follow through with news releases about what took place

2. Evaluate the event – *all* aspects
3. Pass on records and reports for next year's event
4. Thank key individuals for their time and efforts – *in writing*

IV. Ideas to try for your next banquet or annual meeting

- A. Spice up usual type of affair by using:
 1. Professional or *good* amateur entertainment – folk singing groups, magicians, comedy acts, etc.
 2. Movies and slides of past local Arrow events or of national Arrow events
 3. New faces – newer members, community leaders, different speakers than in past
- B. Involve everyone
 1. Group singing and stunts
 2. Use as many members as possible in carrying out activities – if a member has a job, he will be there to do it
- C. Try the unusual
 1. Use your imagination
 2. Follow a theme
 3. Try different menus other than “traditional” fried chicken, baked ham, or pot roast
 4. Try out new arrangement of program events
 5. Coordinate program with current council or national promotions
 6. BUT: Don't let the unusual become the usual – continuity is important, too

TRICKS OF THE TRADE FOR LEADERS (L-9)

References (from among basic literature of the Boy Scouts of America):

- Boy Scout Handbook*, No. 3227
- Boy Scout Requirements*, No. 3216
- Boy Scout Songbook*, No. 3226
- Camp Program*, No. 12002
- Exploring*, No. 3506
- Fieldbook*, No. 3201
- Patrol Leader's Handbook, The*, No. 3239
- Scoutmaster's Handbook, The*, No. 3500
- Sea Exploring Manual*, No. 3229
- Troop Activities*, No. 3501
- Boys' Life* magazine
- Scouting Magazine and Program Helps*

(NOTE: So much of what is said about being a good leader falls into the trite-but-true category. It is essential that you draw from your knowledge and experience to make these concepts of good leadership live.)

I. General qualities of a good group leader:

- A. Knows his job
 1. Gives direction to the group
 2. Sees that goals are set
 3. Helps group evaluate its performance
 4. Maintains harmonious channels of communication
- B. Has specialized knowledge of his group and its program
 1. Is willing to learn all he can
 2. Has a personal goal
 3. Understands group members – their problems, hopes, joys, and desires
- C. Serves as a good example:
 1. Keeps up a good image and is sincere, dependable, enthusiastic, and punctual
 2. Is neat
 - a. Good posture and grooming are essential, since people often judge from a distance
 - b. People form unchangeable opinions about us before they even meet us by just seeing us
 3. Is confident:
 - a. Puts preparation into everything
 - b. Is resourceful and imaginative
 - c. Is flexible and practical
 4. Speaks well both to individuals and to crowds
 - a. Talks with people – not at them
 - b. Doesn't talk down to people
 - c. Maintains cool, calm, collected attitude
 - d. Knows what he is talking about
 5. Can remove himself from the picture and take objective view of group, its objectives, his leadership

II. Qualities needed to get the job done effectively

- A. Good leaders delegate
 1. All too often this concept is not explained and therefore is not used
 2. Delegation does not mean “passing the buck!”
 3. Authority is to do a job delegated – not the responsibility of getting it done
 - a. Even though leader asks someone to do work, he must make sure task is completed

- b. It often pays off to discreetly check on work that has been delegated
- 4. Leader is responsible to his superior for what those under him are doing
- B. Be able to see that individual fits the job and that the job fits the individual
 - 1. Explain the "why" behind the job
 - 2. Give right job to right individual – let *him* do it
- C. Be sure to thank people, they like to know that their work is appreciated
- D. Remember to praise in public; criticize in private

IMPROVING ORDER OF THE ARROW CEREMONIES (L-10)

Reference: *Handbook for Ceremonial Teams*. (NOTE: This is available from: Order of the Arrow Committee, Scouting Service Exchange, P.O. Box 53, MIT Branch Post Office, Cambridge, Mass. 02139. While *not* an official publication of the Boy Scouts of America, it is one of the most useful pieces of literature available on this subject.)

I. Introduction

- A. Purposes of ceremonies
 - 1. Character building
 - 2. Inspiration
 - 3. Instruction in traditions
- B. Types of ceremonies
 - 1. Firelighting
 - 2. Calling out, tapping out
 - 3. Inauguration of lodge officers
 - 4. Rededication
 - 5. Opening, closing
 - 6. Induction into Ordeal or Brotherhood membership
 - 7. Vigil Honor
- C. General principles of Order of the Arrow ceremonies
 - 1. Character building devices, not qualification tests
 - 2. Should always be inspirational
 - 3. Concept of ceremonial authority—atmosphere and symbolism set spirit or frame of mind
 - 4. Clarity is needed—the capacity to impart clear understanding
 - 5. Unity must prevail—have continuity and freedom from contradiction

II. Presentation of ceremonies

- A. Make them dramatic
 - 1. Speak distinctly
 - 2. Vary speed to suit meeting
 - 3. Change tone of voice
 - 4. Use hands
 - a. Sign language for legend
 - b. Pantomime during explanation
- B. Focus audience attention on speaker or performer
 - 1. Don't speak or act until audience is quiet and attentive
 - 2. Idle ceremony team members assume erect, nondistracting stance
- C. Allow time for fire tenders to add *necessary* wood
- D. Be able to clearly demonstrate instructions

III. Become emotionally involved with ceremonies

- A. Make them meaningful
 - 1. Members must know, understand, and memorize parts
 - 2. Understand parts of others, know questions
 - 3. Be able to define and pronounce unusual words
- B. In ceremonies, team can make them more meaningful for others:
 - 1. Only if they understand it
 - 2. If they live the ideals involved

IV. Some practical hints for ceremony team

- A. Firesafety
 - 1. Watch costumes
 - 2. Torchbearers watch torches at *all* times
 - 3. Torches are constructed safely
 - 4. Be sure fires are completely out at close of gathering
- B. Two-way radios or messengers prove handy
- C. Delegate jobs involving physical arrangements and supplies to others
- D. Arrive at ceremonial grounds early – last minute details may develop
- E. Rehearse ceremony using a group of Arrowmen as audience before actual performance
- F. Have alternate plan in case of bad weather or something unexpectedly goes wrong

V. Develop lodge ceremonies

- A. Legend of Lenni Lenape is reserved for inducted members only

- B. Maintain symbolic unity with the Ordeal and Brotherhood ceremonies
- C. Use local Indian traditions
 1. Get advance approval from the tribe involved if it still exists
 2. Do *not* use tribal religious traditions, dances, or ceremonies as part of your ceremony
 3. Use your imagination – be discreet, respectful
 4. Keep health and safety uppermost
 5. Write complete ceremony out in detail
 6. Review completed ceremony with local tribe if it requests opportunity to give final approval
 7. Get approval of advisers and local council
 8. Train members of team and then rehearse ceremony carefully and completely
 9. Have pride in local customs
 10. If possible, perform ceremony whenever asked within local area

CEREMONIAL GROUNDS AND EQUIPMENT (L-11)

References:

Book of Indian-Crafts and Campfires, The; Bernard S. Mason; A.S. Barnes & Co.

Council Fires; Ellsworth Jaeger; available through Grey Owl.

Indian Crafts and Lore; W. Ben Hunt; Golden Press.

Treasury of Memory-Making Campfires; Allan A. MacFarland; Association Press.

BL-84 "Indian Lore" reprint from *Boys' Life* magazine.

I. Introduction

- A. Impression on candidates
- B. Inspiration to brothers

II. Physical arrangements

A. Choice of areas

1. Approval by council
2. Level area
3. Good drainage
4. Secluded place
5. Trees, boulders, etc. as natural backdrops and screens

B. Special arrangements

1. Raised areas for chiefs and other performers
2. Tepees and lodge design backdrops
3. Seating arrangements for spectators
4. Building for changing and storing costumes and supplies
5. Candleholders
6. Fireplaces

III. Costumes and props should be used by ceremonial team members.

A. Costuming

1. Use local-area Indian tribe costumes
2. Have them made so that they will not fall apart
3. Should be easy to keep clean and neat
4. Should be colorful and impressive - totems, shields, tepees, etc.

B. Small hand props

1. Torches – use safe design
2. Use rattles, peace pipes, feather fans as needed
3. Props can hide difficult or long speeches to help individual team members

C. Have permanent, safe storage space available for all items.



ONWARD ARROWMEN PLAN



Mindful of our high tradition we, as Arrowmen assembled for our Golden Anniversary National Conference, hereby resolve to dedicate ourselves, our lodges, our area, and national organization to the following quests in cheerful service:

PERSONAL QUEST

Each Arrowman will—

- Deepen his spiritual commitment by striving to earn the emblem of his religious faith.
- Continue to be active in Scouting and attain Brotherhood membership in the Order.
- Advance in Scout rank or as an Explorer fulfill his responsibilities in his post program.
- Recruit one new boy or adult into Scouting annually.
- Promote the correct wearing of the uniform through personal example.
- Assist his troop or post in earning the National Camping Award annually.
- Accept his obligation as an Arrowman and a Scout or Explorer today—a Scouter tomorrow.

LODGE QUEST

- Every lodge in cooperation with the council camping and activities committee will—
- Develop a plan to improve its support of the council camping and conservation program.
 - Strive to preserve authentic American Indian culture and traditions.
 - Conduct an annual training conference for lodge officers and advisers.
- Establish a plan to assist with training in outdoor and camping skills by—
1. Establishing a camping skills committee to help noncamping troops.
 2. Providing visual aids for camping promotion.
 3. Assisting with junior leader training in new Scout troops.
 4. Compiling where to-go-camping-information for Scout troops and Explorer posts.
- Improve communication through the publication of regular lodge bulletins or newsletters.
- Orient new members toward a lifelong commitment to Scouting.
- Promote outdoor superactivities for Explorers.
- Conduct Order of the Arrow membership elections in every eligible troop and post.
- Maintain complete and current membership and financial records.

AREA CONFERENCE QUEST

- Area Fellowship Training Conferences are to be held at least every other year beginning in 1966 for the purpose of training lodge and chapter officers and advisers in fulfilling their responsibilities. Emphasis will be placed on—
- Camping promotion and service to camping as the main-line purpose of our Order.
 - Cultivating a better understanding of how a lodge functions and its relationship to the camping program of the council.
 - Improving interlodge relationships in the spirit of brotherhood.
 - Promoting professional Scouting as a career.

NATIONAL QUEST

- The National Committee on Order of the Arrow together with the Camping and Conservation Service will assist Arrowmen, lodges, and areas by—
- Maintaining national standards of performance everywhere.
 - Providing training aids and information.
 - Encouraging full participation in a nationwide Order of the Arrow conservation and camping promotion program in every council.
 - Developing a ceremony of rededication to the principles of our Order and requesting all lodges to include the ceremony in all formal functions of the lodge.
 - Promoting better international understanding through our Brotherhood.



